Wilsonton

State High School

Senior Studies Program

Year 10 – Year 11 – Year 12

2021

Stand Strong, Stand Proud, Stand Together

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INTRODUCTION

At Wilsonton State High School, our aim is for each and every student to have an appropriate pathway to a successful future. The school is committed to challenging students at all levels and assisting them in setting and attaining realistic personal, vocational and academic goals. To facilitate this purpose the school will support and guide students in making considered and informed decisions about their course structure from year 9 to 12, selecting from a variety of options for a successful transition post school.

Year 9 has become a year for students to shape the direction of their senior studies. Students are expected to engage in and complete a *Student Education & Training Plan* (SETP) and select year 10 subjects which provide an experiential foundation for studies in years 11 and 12. Ideally a student's year 9 academic performance would support their intended learning pathway into years 10, 11 and 12, with students demonstrating their aptitude for particular subjects by satisfying the required readiness criteria to select associated subjects in year 10.

The Year 10 curriculum provides students with an enhanced opportunity to initiate the pathways identified in their year 9 SETP. It is a link between the Junior and Senior School, helping students to succeed in Years 11 and 12. Year 10 is designed to provide students with a solid base for the knowledge, understanding and ways of working needed for success in senior subjects. The Year 10 curriculum has been designed as preparatory courses for senior subjects or foundational courses for VET certificates. Ideally in year 10, students are expected to have confirmed a subject stream, based on their year 9 SETP, which feeds into specific senior subjects. The year 10 curriculum provides students with the opportunity to demonstrate the required academic prerequisites for success in years 11 and 12.

In years 11 and 12, students move into the final phases of the learning pathway they first identified in year 9 and confirmed in year 10. Students are provided with the opportunities and learning experiences that begin their journey to university, further training or employment. Wilsonton State High School has a reputation for ensuring that students exit year 12 with the best possible qualifications making them highly competitive when applying for post school destinations.

The Senior Studies Handbook provides not only a summary of all courses offered in the Year 10, 11 &12 but in addition it is a resource for students to plan their senior education pathway. It will provide details of the procedures, expectations, understandings and supports provided by the school to facilitate academic and vocational success. The first step on this journey is appropriate subject selection and commitment to a course of study. To assist, we have designed a rigorous process for students in which to engage that supports informed decision making, subject choices and course maintenance.

SENIOR SUBJECT SELECTION & MAINTENANCE PROCESS

Timing	Process	Year 9	Year 10	Year 11	Year 12
End Semester 1	SETP completed	❖			
	SETP reviewed		❖	❖	❖
	Academic review: • Achievement • Prerequisites • QCE attainment	❖	❖	❖	❖
Early term 3	Senior Curriculum Showcase & Parent information evening. 9 to 10 & 10 to 11.	❖	❖		
Mid-term 3	Subject selection interviews. 9 to 10 & 10 to 11.	❖	❖		
Early term 4	Review subject selections 9 to 10 & 10 to 11. Necessary reselections. 9 to 10 & 10 to 11.	❖	❖		
End term 4	Confirm prerequisites. 9 to 10 & 10 to 11. Necessary reselections. 9 to 10 & 10 to 11.	❖	❖		
Term 1	Course finalization Yr 10		❖		
Unit 1	Course finalization Yr 11			❖	
Year long	Academy and (pre)ATAR case management	❖	❖	❖	❖

How do I choose my subjects?

In order to maximize your performance and reach your goals, you should study the subjects that you enjoy and in which you excel. It is a good idea to keep your options open by taking prerequisite subjects. Your year 10 selections should reflect the subjects you wish to study in year 11. Remember if you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your results. This can impact on the ATAR you achieve. If a university or TAFE course you are interested in has a prerequisite subject you find too difficult at school, you should consider the reality of your potential to actually gain entrance to and successfully complete that course.

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

- What subjects do I enjoy?
- In which subjects do I perform well?
- What are the possible pathways I am considering for the future?
- What are the possible university courses I am interested in pursuing?
- Am I interested in pursuing a trade or apprenticeship?
- What subjects do I need as tertiary prerequisites?

When making your choice:

- Read this Handbook thoroughly to inform your choice.
- Remember that your year 10 subject choices should reflect your year 11 subject intentions.
- Complete your SETP: identifying career goals, training requirements, skills and abilities.
- Choose subjects which relate to your career aspirations and strengths.
- Choose subjects which you think sound interesting, you would enjoy and achieve well in.
- Choose subjects which target your desired learning pathway: Academy, Industry or Personalized.
- Choose subjects which satisfy school subject prerequisites moving forward.
- Choose subjects which satisfy vocational or tertiary prerequisites

Choose carefully as subject changes:

- Are prejudicial to academic success.
- Not necessarily possible and only available at certain times.
- Also impact negatively on both a student's ATAR and QCE eligibility.

DO NOT choose your subjects for the following reasons:

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

What does Year 10 look like?

The program of study for year 10 is as follows:

- Six subjects, each of two semesters duration. These subjects are comprised of two compulsory subjects and four elective subjects.
- Core: Maths, English.
- Electives: All students select four additional subjects.
- Year 10 Electives offered at WSHS are described in detail in this handbook and includes opportunities to commence Vocational programs.
- Elective subjects are run where there are sufficient numbers of students interested and appropriate physical and human resources are available.
- Students must satisfy the required readiness criteria to enrol in an elective.

Offerings	Lessons per week
English	3
Maths	4
Electives : • 4 year long. • HPE. • Recreation. • Humanities. • Science. • The Arts. • Technology.	3 (X4)
Assembly	1
Total	20

YEAR 10 COURSE OFFERINGS

KLA	Prep - General	Prep - Applied	VET
Maths	IMS, IMG,IMM	IME	
English	IEN	IEE	
Science	CHE, BIL, PHI	SCP	Cert 1: Agri foods
Arts	DRA, ART, MUS,DAN	DRA,MUS & DAN in Practice.	
Technology		ECG, HSP, EGN, ICT, STM.	Cert 1: Furnishings
Physical Ed	PEN	SRE, RLA	
Humanities	ACC, HIST ,LCS	SCS	Cert 1: Business
Languages	JAP		

SENIOR COURSE READINESS CRITERIA AND PREREQUISITES

When making choices for Year 10, we apply readiness criteria. These readiness criteria are aligned to the prerequisites for Year 11 and 12 and should be used to plan senior pathways. The readiness criteria are designed to support students to use evidence of their year 9 learning when making decisions about Year 10 courses. Students will have an opportunity in year 9 to demonstrate their readiness for year 10 subjects and again in Year 10 to demonstrate they can achieve the Year 11 and 12 course prerequisites.

Applied subjects will have no year 9 or 10 prerequisites. It would be preferable though if students have a demonstrated interest, experience or skill in the relevant field of study prior to commencing year 11.

When planning your senior pathway be aware that Wilsonton State High School applies prerequisites to Year 11 and 12 subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful. Note that students should demonstrate at least a C standard in English to undertake any General course in Year 11, to ensure success.

KLA	Senior Course	Course Type	Readiness criteria 9 into 10 selection	Prerequisite 10 into 11 selection
Maths	Specialist Mathematics	General	B in yr 9 maths and selection of IMS.	C in yr 10 IMS
	General & Methods Mathematics(sem 1)		C in yr 9 maths	NA
	Mathematical Methods	General	NA	C in yr 10 IMM
	General Mathematics	General	NA	C in yr 10 IMG
	Essential Mathematics	Applied	Completion of yr 9 Maths	Completion of yr 10 Maths
English	English	General	C in yr 9 English	C in yr 10 IEN
	Essential English	Applied	Completion of yr 9 English	Completion of yr 10 English
Science	Biology	General	B in yr 9 science C in yr 9 English	B in yr 10 BIL C in yr 10 IEN
	Chemistry	General	C in yr 9 Maths C in yr 9 English B in yr 9 Science	C in yr 10 IMG C in yr 10 IEN B in yr 10 CHE

	Physics	General	B in yr 9 Maths C in yr 9 English B in yr 9 Science	C in yr 10 IMG C in yr 10 IEN B in yr 10 PHI
Arts	Visual Arts	General	C in yr 9 English C in yr 9 Art	C in yr 10 ART C in yr 10 IEN
	Dance	General	C in yr 9 English C in yr 9 Dance	C in yr 10 DAN C in yr 10 IEN
	Drama		C in yr 9 English C in yr 9 Drama	C in yr 10 DRA Cin yr 10 IEN
	Music	General	C in yr 9 English C in yr 9 Music	C in yr 10 MUS C in yr 10 IEN
Physical Ed	Physical Education	General	C in yr 9 English C in yr 9 HPE	B in yr 10 PEN C in yr 10 IEN
Humanities	Ancient/Modern History	General	C in yr 9 English C in yr 9 Humanities	C in yr 10 MOH or AH C in yr 10 IEN
	Legal Studies	General	C in yr 9 English C in yr 9 Humanities	C in yr 10 LCS C in yr 10 IEN
	Accounting	General	C in yr 9 English C in yr 9 Maths	C in yr 10 IEN C in yr 10 IMG,IMM or IMS
Languages	Japanese	General	C in yr 9 Japanese	C in yr 10 Japanese
VET	VFP: C2 Furnishings	VET	NA	NA
	VBB: C2 Business	VET	NA	NA
	VOQ: C2 Rural Ops	VET	NA	NA

Year 11 and 12 students:

- MUST study either English OR Essential English.
- MUST study either Essential Mathematics, General Mathematics OR Mathematical Methods
- MUST study six subjects in both Year 11 and Year 12 and choose any combination of six subjects (including English and Maths choices), for which they have met the prerequisites.
- STUDENTS wanting to study Specialist Mathematics must also study Mathematical Methods
- RECOMMENDED: Students wanting to study Physics are strongly encouraged to study Mathematical Methods

Example Senior Programs

Example Student A	**Year 10**	**Year 11**	**Year 12**
After finishing school, this student wishes to complete an Arts Degree at university. She knows she will need to get an ATAR to gain entry into her preferred university course. She chooses the subjects in which she excels to help her to achieve these results.	Intro English (IEN)	English	English
	Intro Gen Mathematics (IMI)	General Mathematics	General Mathematics
	Intro Biology (BIL)	Biology	Biology
	Intro History (AOH/MOH)	Ancient History	Ancient History
	Intro Legal Studies (LCS)	Legal Studies	Legal Studies
	Intro Dance (DAN)	Dance	Dance

Example Student B

	Year 10	Year 11	Year 12
This student is not 100% sure what he wants to do when he finishes school, but he would like to work in the field of Engineering, perhaps building design or a SAT. He would be open to either university or TAFE as a pathway.	Intro English (IEN)	English	English
	Intro Mathematical Methods (IMI)	Mathematical Methods	Mathematical Methods
	Intro Physics (PHI)	Physics	Physics
	Intro Chemistry (CHE)	Chemistry	Chemistry
	Engineering Skills	Engineering Skills	Engineering Skills
	VFRN	VFP	VFP

Example Student C

	Year 10	Year 11	Year 12
This student wishes to move straight into the workforce. They might like to own their own business one day. They know that an ATAR is not necessary.	Intro English (IEN)	English	English
	Intro Essential Mathematics (IME)	Essential Mathematics	Essential Mathematics
	Hospitality (HSP)	Hospitality Practices	Hospitality Practices
	VFRN	VFP	VFP
	Intro Accounting (ACC)	VBB	VBB
	Intro Legal Studies (LCS)	Social & Community Studies	Social & Community Studies

Key Understandings

- Every effort will be made to ensure that student preferences are accommodated, subject to student numbers and timetable constraints.
- All students must maintain QCE eligibility and are expected to achieve a QCE by the end of year 12.
- All students must achieve the required prerequisites in year 10 as a condition of enrolment in year 11/12 subjects.
- All students are expected to abide by the schools Assessment policy.
- Students who do not attend school regularly or do not maintain assessment, effort and behaviour requirements at a satisfactory level will have their enrolment reviewed.
- Some applied and VET qualifications cannot be taken in combination as they reduce QCE eligibility.

Queensland Certificate of Education

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognized and provides evidence of senior schooling achievements. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. To receive a QCE, students much achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements at the completion of Year 12.

The below requirements must be met for a student to be eligible for a QCE.

Set amount 20 credits from contributing courses of study, including: • QCAA-developed subjects or courses • vocational education and training (VET) qualifications • non-Queensland studies • recognised studies.	**Set pattern** 12 credits from completed Core courses of study and 8 credits from any combination of: • Core • Preparatory (maximum of 4) • Complementary (maximum of 8).
Set standard Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.	**Literacy & numeracy** Students must meet literacy and numeracy requirements through one of the available learning options.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy • QCAA General or Applied English subjects • Recognised studies listed as meeting literacy requirements	**Numeracy** • QCAA General or Applied Mathematics subjects • Recognised studies listed as meeting numeracy requirements

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining eight credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study	
COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied up to 4 subjects	4 each
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination Subjects	up to 4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA
Preparatory: A maximum of 4 credits can come from Preparatory courses of study	
QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA
Complementary: A maximum of 8 credits can come from Complementary courses of study	
QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Australian Tertiary Admission Rank (ATAR)

What is an ATAR?

- The ATAR is a fine grained rank order of students.
- It's a number between 0.00 and 99.95 with increments of 0.05.
- The ATAR is commonly used in other states and territories of Australia.

Australian Tertiary Admission Rank (ATAR) eligibility
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. University prerequisite studies should be considered when choosing an English subject.

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 and QCE matters see:

- **SEP:** www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.
- **The Reforms :** www.det.qld.gov.au/programsinitiatives/education/documents
- **Senior Assessment** : www.qcaa.qld.edu.au
- **Tertiary Entrance :** www.qtac.edu.au
- **QCE :** http://www.qcaa.qld.edu.au/publications/brochures-factsheets or https://www.qcaa.qld.edu.au/downloads/sem02/qce/brochure.pdf

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.

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.

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

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

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.

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.

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 recognize and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

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.

Year 10 Programs 2021

All students will study English and Mathematics.

Mathematics

In Year 10 Mathematics students will be placed into a Year 11 Introductory Mathematics subject that best matches their needs based on their Mathematics results to date. This program is aimed at preparing students for the expectations of Year 11 Mathematics subjects and to assist students in making appropriate Mathematics subject selections for Year 11.

Four Mathematics subjects are offered in Year 11:

Essential Mathematics
General Mathematics
Mathematical Methods
Specialist Mathematics

During Year 10:

In Semester 1, students will either study an Introduction to Essential Mathematics subject or a subject that covers introductory work from General and Methods Mathematics.

In Semester 2, students will either continue in Introduction to Essential Mathematics or specialise in General or Methods Mathematics.

Students can apply to move between the Mathematics subjects if they are finding their current subject too difficult, not challenging enough or does not meet the pre-requisite for any future study needs. However, when selecting their Year 11 Mathematics subject later in the year:

Students doing Introduction to Essential Mathematics must study Essential Mathematics in Year 11 and 12.

To select General Mathematics for Year 11 and 12 students must study and achieve a 'C' or better in Introduction to General Mathematics.

To select Mathematical Methods (and Specialist Mathematics) for Year 11 and 12 students must achieve a 'C' or better Introduction to Mathematics Methods. Students studying Introduction to Mathematical Methods in Semester 2 will require a graphics calculator (which can be hired from the school).

Specialist Mathematics

Year 10 Specialist Mathematics introduces students to the subject matter and expectations of Year 11 and 12 Specialist Mathematics. Students will study the topics:

- Rational and irrational numbers
- Proofs
- Circle Geometry
- Matrices
- Combinatorics and Vectors
- Polynomials (including factor and remainder theorem)
- Complex numbers
- Trigonometry
- Further Functions

Assessment includes exams and problem-solving and modelling tasks (PSMT's).

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.

Students will require a graphics calculator for Specialist Mathematics (which can be hired from the school).

English–Year10

In Year 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

Course Outline
Introduction to Essential English
Unit 1 Representations of Media Texts

Students will examine text structures common to print-based news media texts. Within this genre, students will identify text structures and examine how combinations of written and visual information privilege social, moral and/or ethical perspectives and specific audience responses

Assessment:
Technique: Journal
Mode: Written
Length: 2 x 300 words
Students write a response to stimulus paragraph about a contemporary issue that represents themes, events and issues prevalent in modern Australian society.
Unit 2 Someone Else's Shoes
Students will study a film/book which looks at the human experiences. Students will respond to and reflect upon the experiences of the character in this film/book

Assessment:
Technique: Diary entries
Mode: Written
Length: 500 – 600 words [total]
Students imagine they are a character from the film/book and write diary entries from their perspective

Unit 3 Aussie Heroes
Students will read and view a range of texts about Australians. They will look at representations of Australian identities and the creation of a 'hero'

Assessment:
Technique: Persuasive presentation
Mode: Spoken
Length: 3 – 4 minutes
Students will respond by writing a persuasive speech which argues why their chosen figure should be considered an Australian hero. They will present their argument as a persuasive speech to the class.

Unit 4 Poetry and Picket Lines
Students will respond to songs/poetry about a chosen issue. Students will study the issue and songs in class and then respond to the way the texts influence the audiences' and shape perspectives about the issue in a short response exam.

Assessment:
Technique: Short response exam
Mode: Written
Length: 2 x 250 words
In exam conditions students will respond to two questions about poems/songs studied in class.

Introduction to English

Unit 1 Responding to Romeo and Juliet

Student read and interpret a Shakespearean tragedy. Students will then produce interpretations of plot, characterisations and themes using language features and text structures commonly used in literary analysis. Students view a film interpretation of the Shakespearean play.

Assessment

Technique: Extended response for a public audience

Mode: Written

Length: 500 – 600 words

Students use their knowledge of visual codes, elements of sound and the text structures and language features of film review to evaluate the value of the selected film for contemporary Australian teenage audiences.

Unit 2 Representations in News Media Texts

Students listen to, read, view and discuss a variety of news texts. They examine how text structures, language features and the arrangement of information within news texts position audiences to respond to people, cultures, places, events, objects and concepts.

Assessment

Technique: Extended persuasive response

Mode: Spoken

Length: 3 – 5 minutes

Students develop a multimodal presentation to analyse, evaluate and compare how two news texts from different sources of news media represent a person, group, culture, place, event, object and/or concept.

Unit 3 Responding to literary texts

Students read, analyse and evaluate a novel that explores issues relevant to Australian society. They examine narrative viewpoint, characterisation and plot structures in literature. They consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors. Students examine elements of creative writing and the stylistic features of authors.

Assessment

Technique: Extended imaginative response

Mode: Written

Length: 600 – 700 words

Students create an imaginative transformation - a short story that contributes an additional scene to the narrative of a novel using the narrative viewpoint of a secondary character

Unit 4 Understanding and analysing satire in texts

Students read, view and analyse the techniques used in satirical texts. Students write an analytical response to analyse and interpret techniques of satire which influence audience interpretation and response.

Assessment

Technique: Examination - Analytical response

Mode: Written

Length: 500 – 600 words

Students create an analytical response to a literary text

Humanities

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

History: Ancient to Modern

This course explores famous and not so famous peoples and places from our ancient past. Art, artefacts, texts and other physical evidence will be used to draw conclusions about human existence and endeavour from prehistoric times to the Middle Ages. A warrior society, the effects of power and the consequences of war will be the Term 3 focus. Students will be challenged to develop their own theories about the past through developing skills with historical inquiry including: framing questions, collecting evidence and justifying opinions. These skills will culminate in a research task comparing ancient fact to respective fiction. Assessment types feed into Ancient History in Year 11 and 12.

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures. Modern History uses a model of inquiry learning. This is a 12-month course that is a lead in to Senior Modern History, with possible topics including:

Themes and possible topics include four of the following eight:

Unit 1	Unit 2	Unit 3	Unit 4
From caves to castles and CSI: Ancient times	**History Mysteries**	**World Wars of the Ancients**	**Truth is not necessarily stranger than fiction.**
Aboriginal & Lascaux Cave art; Mesopotamia; Mycenaean & Greek societies; Sites of Ancient Rome; Pompeii; Medieval innovations CSI: Otzi; Bog Bodies; Richard III, King in the carpark	Mega Fauna; Stonehenge; Sacrifice at Ur; Tutankhamen's curse; Viking boat burials; Macchu Picchu; Easter Island	Sparta, the Persian & Peloponnesian Wars; Rome & the Punic Wars; Medieval England & the Crusades	Lysistrata; The Trojan War; Spartan 300 and Battle of Thermopylae; The Gods of Olympus; Gladiators; Robin Hood; Screen archaeologists vs real life

Unit 5	Unit 6	Unit 7	Unit 8
Rise of Dictatorships Case Study – The Nazi's **Persecution of People** Including: Salem Witch Trials Jews at Nuremberg Palestinians in Israel **Persecution to Terrorism** Anti-terrorism and Counter terrorism at home and abroad.	**Genocides and Ethnic Cleansing** Including Rwanda, The Balkans, Iraq **Civil Rights / Apartheid** Including Slavery to modern oppression, Rights of women in Eurasia, The Stolen Generation.	**Age of Enlightenment** Including progress in the world of science, medicine and education. **The Cold War and the Nuclear Age** Case Study *The Cuban Missile Crisis, Kennedy Vs Krushchev*	**Power of the voice** Churchill, Hitler, Kennedy, Castro, Mao, Obama

Introduction to Legal Studies and Social and Community Studies

Year 10 Legal Studies Legal Studies and Social and Community Studies course explores the foundations and principles of law and its aim to protect peoples' rights.

Students will participate in mock trials, debates, listen to guest speakers from the police, Legal Aid and other organisations that are stakeholders in the legal system as well as a potential excursion to the Brisbane Supreme Court. They will explore criminal cases, as well as studying key moments in Australian legal history.

Legal Studies is a twelve-month course that prepares students for entry into General Legal Studies, potentially setting them up for careers law enforcement and the legal profession, amongst others. Alternatively, students may opt for the Applied Social and Community Studies course. Possible topics studied include:

Term 1	Term 2	Term 3	Term 4
Introduction to Legal Studies Students will examine our Government in action and its influence on laws and explore the court system	**Human Rights** Students will investigate atrocities around the world that have led to global changes in laws around the world and learn how the modern world interprets them.	**Civil Law** Students will examine the 2 types of civil law: contract and torts. This concerns the system of law between private members of the community.	**Crime and Punishment** Students will undertake an investigation into a crime as they explore modern punishment and sentencing.

Business related subjects

Our lives are entwined with business on a daily basis. We work, we budget, we shop and we dream about the future. For some its simple transactions at the local shop and for others, they want to own the shop. Business impacts on our personal lives and business organisations across all industries. The business topics offered will equip students with the knowledge, skills and attributes required to pursue a career path that could lead to either the workforce, senior studies or training opportunities. The subjects have a balance of theory and practical experiences.

Accounting

Accounting tells a new kind of story. A financial story. You will learn how to create and interpret financial information that could influence your own life or help business owners make decisions that will ensure success. Along the way you will learn new skills and information that could help you manage your own finances, help you make a wise choice for Year 11 and 12 or offer you a new and exciting career option to consider.

Term 1	Term 2	Term 3	Term 4
Making money – tell the story?	Did I make a profit?	The computerised story?	Keeping track!

Certificate I in Business

This one year course provides students with an opportunity to explore an entry level certificate course in Business. You will be able to develop basic industry skills and knowledge to prepare you for work and senior studies. The course is conducted in a computer room with a model office and has a balance of practical computer work and simulated work activities

If the course is successfully completed students will be awarded a Certificate I in Business and earn 2 QCE points. The course can lead to other certificate courses, business traineeships and entry level employment.

Code: BSB10115	Title: Certificate I in Business - Complete the following:
BSBWHS201	Contribute to health and safety of self and others
BSBITU212	Produce digital text documents
ICTICT203	Operate application software packages
BSBITU111	Operate a digital device
BSBCMM101	Apply basic communication skills
BSBADM101	Use business equipment and resources

Term 1	Term 2	Term 3	Term 4
Preparing for the workplace	Let's communicate.	The project	Ready set go.

Engineering

This subject gives students the whole year to further develop their metal working skills, and aligns with the Senior subject of Engineering. Students will undertake learning in the foundational skills, knowledge and attitudes to successfully begin their course in Senior Engineering in Year 11. Workshop safety is an integral component of this course.

<table>
<tr><th colspan="2">Course outline currently includes</th></tr>
<tr><td>Topic: Fabrication – Junior Hacksaw
Frame – mark out / cut thread / bend to shape
Bracket – mark out / cut / file
Assembly – fit blade and nut
Assessment:
Completed Job – Frame, Bracket; Assembly / Finish</td><td>Topic: Sheet Metal – Cash Box
Base - mark out / cut / fold up
Lid – mark out / cut out / file
Hinge & Catch – mark out / fold up / assemble / attach sheet metal / development test</td></tr>
<tr><td>Topic: Metal Lathe – siphon / plumb bob (extension exercise) understanding the metal lathe shaping components from PVC rod fitting / assembly components
Assessment:
Completed Job – Part A; Part B; Assembly</td><td>Topic: Bird Feeder
Top / cover / joiner / base / drum
Mark out / cut out / fabricate
Assessment:
Completed Job: Assembly</td></tr>
<tr><td rowspan="2">Topic: Fitting – Centre Square
Stock – mark out / cut out / drill / file blade – mark out / cut out / file assemble; fitting test
Assessment:
Completed Job: Stock; Blade; Accuracy</td><td>Topic: Fitting Exercise
From specified drawings accurately make the exercise
Assessment: Completed Exercise</td></tr>
<tr><td>Topic: Nut Cracker
Frame – mark out / drill / fabricate
Cracker – turn to shape on lathe / fit handle
Assemble all parts
Assessment: Completed Exercise</td></tr>
</table>

In addition this course will include a unit on small engines and another unit of additional engineering projects.

There is a $30 materials fee payable for this unit to cover the costs of the materials used for practical projects. All completed jobs are taken home.

Certificate1inFurnishings

This one year course provides students with an opportunity to further develop their wood working skills, and aligns with the Senior Subject of Furnishings. Students will undertake learning in the foundational skills, knowledge and attitudes. This course is conducted in a workshop and safety is an integral component of this course. Learners have every reasonable opportunity to complete their training program. The most successful students will be those who: have an interest in woodwork, have good hand skills and wish to pursue a career in furniture making. If the course is successfully completed students will be awarded a Certificate I in Furnishings and earn 2 QCE points. The course can leads to Certificate II in Furniture Making Pathways, traineeships, TAFE and entry level employment.

There is a $30 materials fee payable per semester for this Furnishing unit to cover the costs of the materials used for practical projects. All completed jobs are taken home.

Core and elective units being offered	Unit type
MSMENV272 PARTICIPATE IN ENVIRONMENTALLY SUSTAINABLE WORK PRACTICES	Core Unit
MSMWHS100 FOLLOW OHS PROCEDURES	Core Unit
MSMOPS101 MAKE MEASUREMENTS	Core Unit
MSMSUP102 COMMUNICATE IN THE WORKPLACE	Core Unit
MSMSUP106 WORK IN TEAM	Core Unit
BSBDES201 FOLLOW A DESIGN PROCESS	Listed Elective
MSFFM1001 CONSTRUCT A BASIC TIMBER FURNITURE PRODUCT	Listed Elective
MSFFP2006 MAKE SIMPLE TIMBER JOINTS	Listed Elective

Course Outline

Semester One: Wooden Chest, Coffee Table
Semester Two: Small Camping Table, Design Project

EarlyChildhoodStudies

This course does give students the opportunity to develop a basic knowledge and understanding of the fundamental aspects of childcare. The course is introductory and students will gain more in depth knowledge and understanding if they continue in with the Senior course. Additional Notes: Students will be required to pay a subject fee of $15.00.

Course Outline	
Topic: Baby Basics • Human Life Cycle • Family (defining, cycles and functions) Maslow's Hierarchy • United Nations Declaration of Rights of the Child • Growth and Development • Holistic development and areas of Development: Physical, Intellectual /cognitive, Emotional /social, moral/ spiritual • Milestones of development • Baby Care – including feeding, clothing, bathing • Play – types of and importance • Structured activities Assessment: In-depth Study (child development) PowerPoint - Structured activity presentation	Topic: Toddler Basics Types of childcare facilities/services Advantages/disadvantages of the facilities Current issues in childcare Importance of reading for literacy Child Safety Careers in Childcare Assessment: Sock Puppet as a prop for story book. Newsletter Article

Hospitality

Hospitality provides students with an understanding of the role of the hospitality industry as well as the structure, scope and operation of related activities. It also provides a range of interpersonal skills with a general application in personal and working life as well as with specific knowledge and skills related to employment within the industry.

Additional Notes: Students will be required to provide practical cookery ingredients on a weekly basis. There is a subject fee of $25.

Course Outline	
Topic: Sweet Sales Kitchen safety & hygiene Kitchen Procedures Write and follow work plans Knife skills Equipment usage – including measuring techniques Portion control; Packaging and customer service Marketing; Costing, requisitions, evaluation Assessment: Continuous Folio and Practical Cookery Sweet Task	Topic: Restaurant Service Basic principles and methods of cookery related to: o Principles of cooking o Food production – portion and quality control o Team work – for function service - Menu planning and nutrition Assessment: Buffet Breakfast Service Basic Principles in Decoration and Garnishing Development of skills with a focus on garnishing / decoration Eg: knife skills, piping skills, plating. Assessment: Garnishing / Decorating Task

Information & Communication Technology

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.

TOPICS STUDIED

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Animation Task #1	Robotics Networking #2	Digital Imaging and Modelling #3	Game Making #4
Digital Imaging and modelling (Bugs – minuscule) #5	CGI animation, Short film involving Bugs from previous unit. #6	Robotics Project – build and robot #7	Networking (Oral) #8

Physical Education

Subject Overview

Over the course of study, units use engagement in physical activity learning contexts to investigate the biophysical, sociocultural and psychological bases of physical activity, and explore their applications to performance. Students in Physical Education learn experientially through a process of inquiry, initiated by questions that make connections between the subject matter and physical activity. Physical activity learning contexts are a medium and context for deep learning.

Students make informed decisions relevant to specific questions and validate their decisions with evidence to justify strategies.

Intelligent performance in physical activity learning contexts demonstrates the interconnectedness and holistic conceptualization of the bases of physical activity

Course Structure	Assessment
• Energy, training and physical activity • Movement, motor learning and physical activity • Integrity, tactical awareness and physical activity • Sport psychology, equity and physical activity	• Performance - Folio (30%) • Performance - Folio (25%) • Investigation - Report (25%) • Examination - Combination Response (20%)

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Sport&Recreation

Subject Overview

This program offered is a course that allows each student to focus on the role recreation has on their own life and that of the communities. Students will experience the challenge and fun of active participation in physical activity while developing life skills. The skills developed in Recreation may help you in work, personal fitness, or general health and wellbeing. Recreation is a subject that is designed to expose students to the holistic development of an individual in the sport and recreation industry as an athlete, coach and administrator. As with Physical Education, there is a strong emphasis on literacy in Recreation and this must be considered when selecting this as a subject for senior studies.

Course Structure

Students will participate in a variety of learning experiences across multiple units of work that are embedded in these core topics.

- Sports Nutrition
- Functional Anatomy
- Sports First Aid
- Personal and interpersonal skills in recreation activities

Assessment

For Sport and Recreation, students are assessed in the dimensions of acquiring, applying and evaluating. The following assessment techniques could be used to determine the student's result.

- project
- performance
- investigation
- extended response
- examination

Rugby League Academy

Wilsonton State High School will have a Rugby League Academy in 2020. It will provide boys and girls with a program of Excellence involving specialist teaching, community partnerships and access to state- wide competition.

We have a long tradition of rugby league excellence in Toowoomba and by utilizing the expertise and professional contacts of current staff students in these programs will have the opportunity to meet and work with some of the elite players of rugby league.

The program has a Director who will oversee the program and closely monitor student engagement. Students will be required to complete a participation contract.

All boys and girls who have an interest in rugby league are encouraged to apply for a position in the program. However please be aware that this program is quite popular, the expectations of students will be high, and if successful, students will be required to sign a participation contract. A selection panel consisting of Director, Head of Department and Principal will determine students suitable for the program. Factors such as; previous experience, playing position, attendance and behavior will form part of the selection criteria. Trials will take place and if successful students will be invited to compete in various competitions.

Biology

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment.
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.

Assessment includes: research investigation, student experiment, data test and exam.

Note: This subject is a compulsory pre-requisite for students who study senior Biology in grade 11 and 12.

Chemistry

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction.

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.

Assessment includes: research investigation, student experiment, data test and exam.

Note: This subject is a compulsory pre-requisite for students who study senior Chemistry in grade 11 and 12.

Physics

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves

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

Assessment includes: research investigation, student experiment, data test and exam.

Note: This subject is a compulsory pre-requisite for students who study senior Physics in grade 11 and 12.

Science in Practice

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

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

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

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

Assessment includes: student experiment, assignment and exam.

Agricultural – Vocational Education

This is a 1 year program runs for the full duration of year 10 and gives students the opportunity to complete two Agricultural Certificates. Each certificate must be completed in the semester block allocated to it.

AHC10216 - Certificate I in AgriFood Operations

This 1 semester course is suitable for learners with no previous connection to agriculture or horticulture. It is an entry-level qualification aimed at individuals who are interested in entering the agriculture and horticulture industries. It allows individuals to develop basic skills and knowledge to prepare for work and can lead to other certificate courses. If the course is successfully completed students will be awarded a Certificate I in AgriFood Operations and earn 2 QCE points.

Code: AHC10216 Title: Certificate I in AgriFood Operations Complete 6 of the following:	
AHCLSK101	Support extensive livestock work
AHCLSK102	Support intensive livestock work
AHCPHT101	Support horticultural production
AHCWRK101	Maintain the workplace
AHCWHS101	Work safely
AHCMOM203	Operate basic machinery and equipment
AHCWRK204	Work effectively in the industry

AHC10316 Certificate I in Horticulture

This 1 semester course is suitable for learners with no previous connection to the horticulture industry. The qualification is an entry-level qualification aimed at individuals entering the agriculture, horticulture and conservation and land management industries. . It allows individuals to develop basic skills and knowledge to prepare for work and can lead to other certificate courses. If the course is successfully completed students will be awarded a Certificate I in AgriFood Operations and earn 2 QCE points.

Code: AHC10316 Unit Title: Certificate I in Horticulture	
AHCCHM101	Follow basic chemical safety rules
AHCIRG101	Support irrigation work
AHCNSY101	Support nursery work
AHCPGD101	Support gardening work
AHCWHS101	Work safely
AHCWRK101	Maintain the workplace

Japanese

The study of Japanese in grade 10 aligns with the Australian Curriculum and continues to build on the foundations from Junior Japanese study. Student will cover topics such as giving directions, sports heroes, part-time work, and Manga.

Areas of study:

Term 1 - Masuguikimasu – Giving Directions Ask where something is Give directions Show the order of actions Use maps Use Kanji Assessment Response to stimulus test – reading and writing	Term 2 - Supo-tsu hi-ro- Sports Heroes Dictionary form of verbs Saying what they are good & bad at Conducting an interview in Japanese Saying you can or cannot do something Assessment Listening – Response to stimulus Interview

Term 3 - Arubaito – Part Time Work Saying what you want to become Comparting and giving your opinion Preparing for a job interview Describing what you do Assessment Speaking – job interview	Term 4 - Manga Asking and saying what someone will try doing Plain negative form of present and past tense verbs Revise te form Recognising casual speech Assessment Response to stimulus - exam

Art

The Year 10 Visual Art course is programmed over two semesters. The course offers focussed studies in two and three dimensional arts making practices and arts related theory. Art theory is intrinsic to the program of instruction. Students will read, write and speak about artworks, their own and others, across historical and contemporary contexts and cultural perspectives. Students will design and create individual and/or collaborative art works.

Course Outline

Students will: Represent their ideas, thoughts, feelings and observations of the world in visual ways; Be exposed to a variety of art media and materials such as inks, acrylics, pastels, canvas, clay etc.; Develop technical skills in art disciplines such as painting, drawing, printmaking, digital media, sculpture etc.; Be exposed to art from different cultures and historical perspectives.	**Course Outline**: Students study four units of work across two semesters in Year 10. They complete preliminary tasks and activities relating to two and three dimensional art disciplines such as drawing, painting, ceramics (clay), printmaking, sculpture, illustration and mixed media. Tasks could include graphic designs, illustration, still life, junk sculpture, pattern, collage, portraiture, ceramic vessels or grotesques, fantasy fish sculpture, text based works, relief printing, surrealist painting, expressionist drawing. Students generate ideas and develop those ideas into finished artworks.
Content: In Visual Art students develop work across a variety of areas. Emphasis is on the value of art as a means of personal expression. Techniques are modelled, taught and through guided practice students produce artworks such as paintings, drawings, ceramic items and prints. The Year 10 course prepares students for further studies in Senior Visual Art (a General subject for ATAR) or Visual Arts in Practice (an Applied subject). In Years 11 and 12, ART may be taken as a subject in its own right; however it is also complementary to Visual Arts in Practice (VAP). There is practical art making, formal, written or multimodal assessment and exams in ART in Years 10, 11 and 12.	**Assessment** Work: Each unit of work requires: Preliminary practical tasks and experiments Idea development in a visual journal Minor practical artwork/s Major practical artwork/s Each semester of work requires: A written response or multimodal presentation At the end of the course there is an extended response written under exam conditions

Prerequisites: Students with a genuine interest in art and some basic artistic ability are excellent candidates for Art in Year 10. Students are expected to read, write and speak about Art therefore, sound literacy skills are necessary to meet the requirements of written assessment. Self- motivation and an independent work ethic are key contributors to the success of students in Art.

Additional Costs: Year 10 students may (schedule permitting) be invited to attend one excursion to Brisbane or Ipswich galleries costing approximately $40 - $50.

Careers: Visual Merchandising (Window Dressing), Interior Design, Floristry, Advertising, Cartooning, Costume Design, Photographer, Jeweler, Self Employed Artist or Craftsperson, Teacher.

Music

In year 10 Music, students develop skills in creative and expressive communication, learn to pose and solve problems, and create meaning from various viewpoints. Music from diverse contexts is studied in year 10 over four units during the course of a year and combines the development of theoretical knowledge and practical skill through making and responding to music. Students will be actively involved in making music by performing and composing (writing music), and responding to music (musicology).
The course will prepare students to move into General Senior Music or Music in Practice

Course Outline

Unit One: ***Da Capo***
Students review and extend their skills in performing and composing music. We will investigate how the elements of music create meaning through sound.

Assessment:
Performance – guitar/piano/own choice
Composition – written or computer generated manuscript

Unit Two: ***Piano, Voce!***
In this unit, we take a whirlwind trip through the development of vocal and piano music from Baroque, Classical, Romantic and Modern eras. We study some of the greatest composers, their music and why it still matters.

Assessment:
Integrated project including performance on voice or piano
Musicology – short response quizzes and score analysis

Unit Three: ***Music of Stage and Screen***
Together we investigate how the elements of music are used in film music and musicals to support stories and characters. We look at our favourite written music (scores) and listen to soundtracks from stage and the silver screen.

Assessment:
Composition – writing music and sound art for a short film
Musicology – analyse the musical elements in a film or musical of your own choice

Unit Four: ***Your Signature Tune***
Students study the signature tunes and styles of rock and pop music to develop their own performance skills. We will reflect on what makes bands and songs iconic, enjoy a variety of performances and experiment with digital technology in music production.

Assessment:
Performance – on an instrument of your choice, incorporating digital technology

Prerequisites: Music in year 9 or an interest in performing art. The intention to follow music in senior studies.

Additional Costs and Excursions: Students will see at least one live show in the year of a cost between $15-$35
Students are encouraged to join/continue involvement in the instrumental music program.

Careers: musician/performance artist, PR and communications in music, composer/song writer/arranger, DJ, instrument repair and craft, consultant for music law and accounts, music festival and concert organiser, music therapist, record label representative, roadie, writer/journalist for music, stage manager, writer/arts editor, blogger/vlogger, arts manager or administrator, booking agent, cultural advisor, educator, publicist, creative director, audio engineer, conductor, Foley artist, sound engineer, music librarian, piano tuner, musicologist.

Drama

The year 10 Drama course is delivered as four, term long units delivered over a year. The course develops skills, knowledge and practice in performing, creating and writing in Drama. The course will prepare students to move into General Drama or Drama in Practice

Course Outline

Unit One: **Improvisations and the Elements**
In this unit students develop their skills of improvisation and role play to enhance their knowledge and use of the Elements of Drama

Assessment:
Making: Extended improvisation performance
Responding: Extended Response to a live or recorded performance

Unit Two: Juice
Students study the play *Juice* with a focus on the Elements of Drama. They explore the structure, issues and characters of the play and how to perform it effectively for an audience

Assessment:
Making: Monologue (Written) – in character at a certain point in the play
Making: Performance- scene from the play

Unit Three: Acting for Film
This unit focusses on the style and skill of acting for the camera. Students will learn to act for camera while directing, shooting and editing a filmed scene.

Assessment:
Project – Practice led (Directorial Vision)
Performance on Film

Unit Four: Devised Theatre
Using play building and scripting skills, students will devise their own whole class performance that tackles a current issue

Assessment:
Project- Dramatic Concept
Performance

Prerequisites: Drama in year 9 or an interest in performing art. The intention to follow drama in senior

Additional Costs and Excursions: Students will see at least one live show in the year of a cost between $15-$35

Careers: actor, performer, dramaturge, director, artistic director, costume designer, producer, theatre technician, stage manager, radio presenter, writer, arts editor, communication strategist , blogger/vlogger, arts manager, arts administrator, booking agent, copyright manager, tour manager, venue manager, events and festival producer, cultural advisor, educator, education liaison, publicist, creative director

Dance

Year 10 Dance is a twelve-month course that prepares students for entry into Year 11 Dance or Dance in Practice. The course focuses on Dance as art and how the human body can be used to communicate meaning to an audience. Students focus on Making and Responding to Dance in a number of social and historical contexts, which develops their critical and creative thinking, communication and collaboration, and personal and social skills. The course also provides the opportunity for students to develop complex and sophisticated literacy skills.

Course Outline

Unit One: **Moving into… YOUR BODY**
Students explore Safe Dance Practices and how these impact the work of choreographers and dancers. They also examine how dance makers use the body to communicate meaning.

Assessment:
Making: Performance – class devised sequences
Responding: Evaluative Essay

Unit Two: Moving into… THE STUDIO
Students build an understanding of the Contemporary dance genre and examine choreographic techniques that they use to create movement responding to stimulus.

Assessment:
Making: Performance – class devised sequence
Making: Choreography – response to stimulus/visual art work

Unit Three: Moving into… THE STREETS
This unit focusses on the genre and styles of Hip Hop. Students will examine how this genre is now being used to communicate stories and some of the basic techniques and performance qualities essential to its successful performance.

Assessment:
Responding: Persuasive Multimodal Presentation
Making: Performance – Hip Hop

Unit Four: Moving into… THE THEATRE
In this unit, students will utilise their skills developed during the year to create a dance work that communicates an Australian story to a theatre audience. They will also examine the works of Australian choreographers.

Assessment:
Making: Choreography – response to Australian stories
Responding: Exam – Australian choreographer

Prerequisites: Dance in year 9 or an interest in performing art. The intention to follow Dance into Years 11 and 12.

Additional Costs and Excursions: Students will see at least one live show in the year of a cost between $15-$35

Careers: Studying Dance can lead to careers in arts administration and management, communication, education, public relations, research and science and technology.

Years 11 and 12 Programs 2021

General Mathematics: General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Specialist Mathematics: General senior subject

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

Assessment

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

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

Summative assessments

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

Essential Mathematics: Applied senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

English: General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Essential English: Applied senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 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

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.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting Accounting for a service business — cash, accounts receivable, accounts payable and no GST End-of-month reporting for a service business	**Management effectiveness** Accounting for a trading GST business End-of-year reporting for a trading GST business	**Monitoring a business** Managing resources for a trading GST business — non-current assets Fully classified financial statement reporting for a trading GST business	**Accounting — the big picture** Cash management Complete accounting process for a trading GST business Performance analysis of a listed public company

Assessment

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

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

Summative assessments

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

Ancient History: General senior subject

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
Investigating the ancient world Digging up the past Ancient societies — Slavery Ancient societies — Art and architecture Ancient societies — Weapons and warfare Ancient societies — Technology and engineering Ancient societies — The family Ancient societies — Beliefs, rituals and funerary practices.	**Personalities in their time** Hatshepsut Akhenaten Xerxes Perikles Alexander the Great Hannibal Barca Cleopatra Agrippina the Younger Nero Boudica Cao Cao Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) Richard the Lionheart Alternative choice of personality	**Reconstructing the ancient world** Thebes — East and West, 18th Dynasty Egypt The Bronze Age Aegean Assyria from Tiglath Pileser III to the fall of the Empire Fifth Century Athens (BCE) Philip II and Alexander III of Macedon Early Imperial Rome Pompeii and Herculaneum Later Han Dynasty and the Three Kingdoms The 'Fall' of the Western Roman Empire The Medieval Crusades	**People, power and authority** Schools choose one study of power from: Ancient Egypt — New Kingdom Imperialism Ancient Greece — the Persian Wars Ancient Greece — the Peloponnesian War Ancient Rome — the Punic Wars Ancient Rome — Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis for an external examination from: Thutmose III Rameses II Themistokles Alkibiades Scipio Africanus Caesar Augustus

Assessment

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

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

Summative assessments

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

Legal Studies: General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Modern History: General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world Australian Frontier Wars, 1788–1930s Age of Enlightenment, 1750s–1789 Industrial Revolution, 1760s–1890s American Revolution, 1763–1783 French Revolution, 1789–1799 Age of Imperialism, 1848–1914 Meiji Restoration, 1868–1912	**Movements in the modern world** Australian Indigenous rights movement since 1967 Independence movement in India, 1857–1947 Workers' movement since the 1860s Women's movement since 1893 May Fourth Movement in China, 1919 Independence movement in Algeria, 1945–1962	**National experiences in the modern world** Australia, 1914–1949 England, 1707–1837 France, 1799–1815 New Zealand, 1841–1934 Germany,1914–1945 United States of America, 1917–1945 Soviet Union, 1920s–1945 Japan, 1931–1967 China, 1931–1976 Indonesia, 1942–1975 India, 1947–1974 Israel, 1948–1993	**International experiences in the modern world** Australian engagement with Asia since 1945 Search for collective peace and security since 1815 Trade and commerce between nations since 1833 Mass migrations since 1848 Information Age since 1936 Genocides and ethnic cleansings since 1941 Nuclear Age since 1945 Cold War, 1945–1991
Boxer Rebellion, 1900–1901 Russian Revolution, 1905–1920s Xinhai Revolution, 1911–1912 Iranian Revolution, 1977–1979 Arab Spring since 2010 Alternative topic for Unit 1	Independence movement in Vietnam, 1945–1975 Anti-apartheid movement in South Africa, 1948–1991 African-American civil rights movement, 1954–1968 Environmental movement since the 1960s LGBTIQ civil rights movement since 1969 Pro-democracy movement in Myanmar (Burma) since 1988 Alternative topic for Unit 2	South Korea, 1948–1972	Struggle for peace in the Middle East since 1948 Cultural globalisation since 1956 Space exploration since 1957 Rights and recognition of First Peoples since 1982 Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

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

Summative assessments

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

Social & Community Studies: Applied senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core life skills	Elective topics	
Personal skills — Growing and developing as an individual Interpersonal skills — Living with and relating to other people Citizenship skills — Receiving from and contributing to community	The Arts and the community Australia's place in the world Gender and identity Health: Food and nutrition Health: Recreation and leisure	Into relationships Legally, it could be you Money management Science and technology Today's society The world of work

Assessment

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: continuous class time product: continuous class time.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	60–90 minutes 50–250 words per item on the test

Engineering Skills: Applied senior subject

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

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

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

The Engineering Skills course is designed around core and elective topics.

Core topics	Elective topics
Industry practices Production processes	Fitting and machining Sheet metal working Welding and fabrication

Assessment

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

at least two projects

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: written: 500–900 words spoken: 2½–3½ minutes multimodal - non-presentation: 8 A4 pages max (or equivalent) - presentation: 3–6 minutes product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	60–90 minutes 50–250 words per item

Hospitality Practices: Applied senior subject

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Objectives

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

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes.
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector.

Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

Core topics	Elective topics
Navigating the hospitality industry Working effectively with others Hospitality in practice	Kitchen operations Beverage operations and service Food and beverage service

Assessment

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

- at least two projects
- at least one investigation or an extended response.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product and performance component and one other component from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes product and performance: continuous class time	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	60–90 minutes 50–250 words per item

Information & Communication Technology: 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 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 conslusion 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.

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.

Core topics	Elective contexts	
Hardware Software ICT in society	Animation Application development Audio and video production Data management Digital imaging and modelling Document production	Network fundamentals Online communication Website production

Assessment

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

- at least two projects
- at least 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: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3– 6 minutes product: continuous class time.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.

Physical Education: General senior subject

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
Motor learning, functional anatomy, biomechanics and physical activity Motor learning integrated with a selected physical activity Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** Sport psychology integrated with a selected physical activity Equity — barriers and enablers	**Tactical awareness, ethics and integrity and physical activity** Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity Ethics and integrity	**Energy, fitness and training and physical activity** Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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

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

Summative assessments

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

Early Childhood Studies: Applied senior subject

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning.

Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

Core topics	Elective topics
Fundamentals of early childhood Practices in early childhood	Play and creativity Literacy and numeracy skills Being in a safe place Health and physical wellbeing Indoor and outdoor learning environments

Assessment

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

- two projects
- two other assessments.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: continuous class time product: continuous class time.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	60–90 minutes 50–250 words per item

Sport & Recreation: Applied senior subject

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

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

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

Pathways

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

Objectives

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

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

Structure

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

Core topics	Elective topics
Sport and recreation in the community Sport, recreation and healthy living Health and safety in sport and recreation activities Personal and interpersonal skills in sport and recreation activities	Active play and minor games Challenge and adventure activities Games and sports Lifelong physical activities Rhythmic and expressive movement activities Sport and recreation physical activities

Assessment

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

one project (annotated records of the performance is also required)

one investigation, extended response or examination.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: 2–4 minutes.*	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	2–4 minutes*	60–90 minutes 50–250 words per item

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

Biology: General senior subject

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Chemistry: General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Physics: General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 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			

Agricultural Practices: Applied senior subject (not offered in 2021)

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings.

Students build knowledge and skills about two areas: animal studies and/or plant studies. Safety and management practices are embedded across both areas of study..

Students build knowldege and skills in working safely, effectively and efficiently in practical agricultural situations. They develop skills to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time.

Pathways

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

Objectives

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

- demonstrate procedures to complete tasks in agricultural activities
- describe and explain concepts, ideas and processes relevant to agricultural activities
- analyse agricultural information
- apply knowledge, understanding and skills relevant to agricultural activities
- use appropriate language conventions and features for communication of agricultural information
- plan processes for agricultural activities
- make decisions and recommendations with evidence for agricultural activities
- evaluate processes and decisions regarding safety and effectiveness.

Structure

The Agricultural Practices course is designed around core topics embedded in at least two elective topics.

<table>
<tr><th>Core topics</th><th colspan="2">Elective topics</th></tr>
<tr><td rowspan="3">Rules, regulations and recommendations
Equipment maintenance and operation
Management practices
An area of study:
- Animal industries
- Plant industries
- Animal industries and Plant industries</td><td colspan="2">Operating machinery</td></tr>
<tr><td>Animal studies</td><td>Plant studies</td></tr>
<tr><td>Infrastructure
Production
Agribusiness</td><td>Infrastructure
Production
Agribusiness</td></tr>
</table>

Assessment

For Agricultural Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

Project	Collection of work	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response to a series of tasks relating to a single topic in a module of work.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal: 3–6 minutes performance: continuous class time.	At least three components from the following: written: 200–300 words spoken: 1½–2½ minutes multimodal: 2–3 minutes performance: continuous class time.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal: 4-7 minutes.	60–90 minutes 50–250 words per item

Science in Practice: Applied senior subject

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study students should:

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure

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

Core topics	Electives
Scientific literacy and working scientifically Workplace health and safety Communication and self-management	Science for the workplace Resources, energy and sustainability Health and lifestyles Environments Discovery and change

Assessment

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

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

Project	Investigation	Collection of work	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal - non-presentation: 8 A4 pages max (or equivalent) - presentation: 3–6 minutes performance: continuous class time product: continuous class time.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.	At least three different components from the following: written: 200–300 words spoken: 1½ –2½ minutes multimodal - non-presentation: 6 A4 pages max (or equivalent) - presentation: 2–3 minutes performance: continuous class time test: - 20–30 minutes - 50–250 words per item.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.	60–90 minutes 50–250 words per item

Japanese :General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** • Family/carers and friends • Lifestyle and leisure • Education	**私達のまわり** **Exploring our world** • Travel • Technology and media • The contribution of Japanese culture to the world	**私達の社会** **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**私の将来** **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

Summative assessments

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

Dance: General senior subject

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 kinaesthetic intelligence, and personal and social skills.

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
Moving bodies How does dance communicate meaning for different purposes and in different contexts? Genres: - Contemporary - at least one other genre Subject matter: - meaning, purpose and context - historical and cultural origins of focus genres	**Moving through environments** How does the integration of the environment shape dance to communicate meaning? Genres: - Contemporary - at least one other genre Subject matter: - physical dance environments including site-specific dance - virtual dance environments	**Moving statements** How is dance used to communicate viewpoints? Genres: - Contemporary - at least one other genre Subject matter: - social, political and cultural influences on dance	**Moving my way** How does dance communicate meaning for me? Genres: - fusion of movement styles Subject matter: - developing a personal movement style - personal viewpoints and influences on genre

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
Project — dance work</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Choreography</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
Examination — extended response</td></tr>
</table>

Dance in Practice : Applied senior subject

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Objectives

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

- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works
- apply dance concepts and ideas through performance and production of dance works
- analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works.

Structure

The Dance in Practice course is designed around core and elective topics. Students explore at least two dance genres across Units 1 and 2 and again in Units 3 and 4, and three genres across the four units.

Core	Electives
• Dance performance • Dance production • Dance literacies	• Ballet • Contemporary • Jazz • Tap • Ballroom • Popular dance • World dance

Assessment

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

- at least one project, arising from community connections
- at least one performance, separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution and folio or choreographic work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
The Project in Dance in Practice requires: • a dance performance: 1½ – 2 minutes • at least one other component from the following - written: 500–900 words - spoken: 2½–3½ minutes - multimodal ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes • product: variable conditions.	• Dance performance: 2–3 minutes • Production performance:variable conditions • Teaching performance: variable conditions	• Design solution and folio:variable conditions • Choreographic work: 2–3 minutes	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.

Music: General senior subject

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

Assessment

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
Integrated project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
Examination</td></tr>
</table>

Music in Practice: Applied senior subject

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Pathways

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

Objectives

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

Structure

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

Core	Electives	
• Music principles • Music practices	• Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising	• The music industry • Music technology and production • Performance craft • Practical music skills • Songwriting • World music

Assessment

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

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

Project	Performance	Product (Composition)	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal - non-presentation: 8 A4 pages max (or equivalent) - presentation: 3–6 minutes • performance: variable conditions • product: variable conditions.	• music performance: minimum of two minutes total performance time • production performance: variable conditions	• manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.

Visual Art: General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Drama: General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Drama in Practice: Applied senior subject

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

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

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

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

Objectives

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

identify and explain dramatic principles and practices

interpret and explain dramatic works and dramatic meanings

demonstrate dramatic principles and practices

apply dramatic principles and practices when engaging in drama activities and/or with dramatic works

analyse the use of dramatic principles and practices to communicate meaning for a purpose

use language conventions and features and terminology to communicate ideas and information about drama, according to purposes

plan and modify dramatic works using dramatic principles and practices to achieve purposes

create dramatic works that convey meaning to audiences

evaluate the application of dramatic principles and practices to drama activities or dramatic works.

Structure

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

Core	Electives	
Dramatic principles Dramatic practices	Acting (stage and screen) Career pathways (including arts entrepreneurship) Community theatre Contemporary theatre Directing Playbuilding	Scriptwriting Technical design and production The theatre industry Theatre through the ages World theatre

Assessment

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

at least one project, arising from community connections

at least one performance (acting), separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal - non-presentation: 8 A4 pages max (or equivalent) - presentation: 3–6 minutes performance onstage (stage acting) - 2–4 minutes: individual - 1½–3 minutes: group performance onstage (screen acting) - 2–3 minutes: individual - 1½–2 ½ minutes: group performance offstage (directing, designing) - 4–6 minutes: individual (excluding actors delivering text) workshop performance (other): variable conditions product: variable conditions.	acting performance (stage) - 3–5 minutes: individual - 2–4 minutes: group acting performance (screen) - 2½–3½ minutes: individual - 2–3 minutes: group directing performance - 5–7 minutes: individual (excluding actors delivering text)	variable conditions	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.

Visual Arts in Practice: Applied senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core	Electives
Visual mediums, technologies, techniques Visual literacies and contexts Artwork realisation	2D 3D Digital and 4D Design Craft

Assessment

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

at least two projects, with at least one project arising from community connections

at least one product (composition), separate to an assessable component of a project.

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of idenified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: a product component: variable conditions at least one different component from the following - written: 500–900 words - spoken: 2½–3½ minutes - multimodal ◍ non-presentation: 8 A4 pages max (or equivalent) ◍ presentation: 3–6 minutes.	variable conditions	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.	Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.

ASDAN: Custom Curriculum

ASDAN

ASDAN (Award Scheme Development and Accreditation Network) is a British education charity and awarding organisation, headquartered in Bristol. The **ASDAN** program is an accredited QCAA program that gives students the opportunity to gain QCE points by completing a Silver and Bronze level certification.

ASDAN programmes and qualifications are widely recognised by educators for providing an engaging curriculum that empowers students through personalised learning and choice. The courses motivate and enhance learners' confidence, self-esteem and resilience.

While there are some common, prescribed modules within our school's model of ASDAN delivery, predominantly students are able to direct their learning and engage in areas of high personal interest. Students have the ability to incorporate other learning areas into their ASDAN program to maximise their success in the program. Candidates should present an organised portfolio containing evidence of the required number of challenges (including 3 sets of Bronze/Silver/Gold Skills Sheets, Summary of Achievement, Personal Statement and Record of Progress).

Bronze
To achieve Bronze, candidates need to gain a minimum of 6 credits.
Silver
To achieve Silver, candidates need to gain a minimum of 12 credits. These credits may include those from Bronze and/or up to 3 more credits from other ASDAN programmes.
Gold
To achieve Gold, candidates need to gain a minimum of 18 credits. These credits may include those from Bronze and Silver, and/or up to 3 more credits from other ASDAN programmes.

Vocational Education & Training

Wilsonton State High School operates as its own registered training organisation and offers our students access to quality VET programs independent of other organisations.

Wilsonton SHS is establishing itself as a lead provider of quality training opportunities. With the required effort, students can achieve nationally recognised vocational qualifications in a number of fields including Agriculture, Business, Furnishings, Manufacturing and preparing for work or vocational pathways.

FSK20119 Certificate II in Skills for Work and Vocational Pathways

This 2 year course is targeted specifically towards students requiring further foundation skills to prepare for workforce entry or vocational training pathways. The program will be delivered through tasks that will simulate routine workplace scenarios like running a business venture. The school will ensure learners have every reasonable opportunity to complete their training program.

If the course is successfully completed students will be awarded a Certificate II in Skills for Work and Vocational Pathways and earn up to 4 QCE points. The course can lead to further certificate courses, traineeships, TAFE and entry level employment.

Code: FSK20119	Title: Certificate II in Skills for Work and Vocational Pathways Complete the following:
FSKLRG011	Use routine strategies for work-related learning (core)
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate routine metric measurements for work
FSKNUM018	Collect data and construct routine tables and graphs for work
FSKWTG009	Write routine workplace texts
FSKRDG008	Read and respond to information in routine visual and graphic texts
FSKOCM004	Use oral communication skills to participate in workplace meetings
BSBITU211	Produce digital text documents
FSKLRG009	Use strategies to respond to routine workplace problems
FSKOCM007	Interact effectively with others at work
BSBWHS201	Contribute to health and safety to self and others
BSBITU212	Create and use spreadsheets
FSKRDG010	Read and respond to routine workplace information
FSKLRG010	Use routine strategies for career planning

FNS20115 Certificate II in Financial Services

This 2 year course is intended to meet the financial literacy and basic financial skill needs of students preparing for workforce entry or vocational training pathways. The program is delivered in a computer room with a model office and has a balance of practical computer work and simulated work activities. The school will ensure learners have every reasonable opportunity to complete their training program. If the course is successfully completed students will be awarded a Certificate II in Financial Services and earn up to 4 QCE points. .

Code: FNS20115	Title: Certificate II in Financial Services. - Complete all of the following:
BSBWHS201	Contribute to health and safety to self and others
BSBITU211	Produce digital text documents
BSTITU212	Create and use spreadsheets
BSBWOR203	Work effectively with others
BSBWOR204	Use business technology
FNSINC301	Work effectively in the financial services industry
FNSFLT201	Develop and use a personal budget
FNSFLT202	Develop and use a savings plan

BSB10115 Certificate I in Business (Year 10)

This one year course provides students with an opportunity to explore an entry level certificate course in Business. You will be able to develop basic industry skills and knowledge to prepare you for work and senior studies. The course is conducted in a computer room with a model office and has a balance of practical computer work and simulated work activities

If the course is successfully completed students will be awarded a Certificate I in Business and earn 2 QCE points. The course can lead to other certificate courses, business traineeships and entry level employment.

Code: BSB10115	Title: Certificate I in Business - Complete the following:
BSBWHS201	Contribute to health and safety of self and others
BSBITU212	Produce digital text documents
ICTICT203	Operate application software packages
BSBITU111	Operate a digital device
BSBCMM101	Apply basic communication skills
BSBADM101	Use business equipment and resources

BSB20115 Certificate II in Business

This 2 year course offers students the opportunity to earn a Certificate II in Business. It equips students with the knowledge, skills and attributes required for a variety of career paths in clerical or administrative occupations where work is carried out under supervision. Students learn to communicate effectively and interact confidently within business environments using a range of business information and technology. The course is conducted in a computer room with a model office.

If the course is successfully completed students can earn up to 4 QCE points. The course can lead to further certificate courses, business traineeships, TAFE and entry level employment.

Code: BSB20115	Title: Certificate II in Business – Complete 12 of the following:
BSBWHS201	Contribute to health and safety of self and others
BSBITU211	Produce digital text documents
BSTITU212	Create and use spreadsheets
BSBWOR202	Organise and complete daily work activities
BSBWOR204	Use business technology
ICTICT106	Operate presentation packages
BSBITU213	Use digital technologies to communicate remotely
BSBCMM201	Communicate in the workplace
BSBWOR203	Work effectively with others
BSBSUS201	Participate in environmentally sustainable work practices
BSBIND201	Work effectively in a business environment
ICTICT205	Design basic organisational documents using computing packages
BSBCUS201	Deliver a service to customers

MSF10113 Certificate I in Furnishings (Year 10)

This one year course provides students with an opportunity to further develop their wood working skills, and aligns with the Senior Subject of Furnishings. Students will undertake learning in the foundational skills, knowledge and attitudes. This course is conducted in a workshop and safety is an integral component of this course. Learners have every reasonable opportunity to complete their training program. The most successful students will be those who: have an interest in woodwork, have good hand skills and wish to pursue a career in furniture making.

If the course is successfully completed students will be awarded a Certificate I in Furnishings and earn 2 QCE points. The course can leads to Certificate II in Furniture Making Pathways, traineeships, TAFE and entry level employment.

There is a $30 materials fee payable per semester for this Furnishing unit to cover the costs of the materials used for practical projects. All completed jobs are taken home.

MSF10113	**Complete all of the following:**
MSMENV272	Participate in Environmentally Sustainable Work Practices
MSMWHS100	Follow WHS Procedures
MSMOPS101	Make Measurements
MSMSUP102	Communicate in the Workplace
MSMSUP106	Work in a Team
BSBDES201	Follow a Design Process
MSFFM1001	Construct a Basic Timber Furnishing Product
MSFFP2006	Make Simple Timber Joints

MSF20516 Certificate II in Furniture Making Pathways

This 2 year course is designed specifically for delivery in schools and exposes students to a furniture making or related working environment with a view to entering employment in this area. The courses provides an opportunity to work in a workshop to gain knowledge and skills to make basic furniture products. Students will read a drawing and produce a cutting and material list, produce a procedure and construct, assemble and finish products.

To cover the cost of project materials, there is a $110 subject charge in Year 11 and $120 in Year 12. Students are expected to follow all workshop health and safety requirements including wearing enclosed leather shoes, eye protection or any other specialized personal protective equipment as directed by the teaching staff.

If the course is successfully completed students will be awarded a Certificate II in Furniture Making Pathways and earn up to 4 QCE points. The course enhances a graduate's entry level employment prospects for apprenticeships, traineeships or general employment in furniture manufacturing or related work.

Code: MSF20516	Title: Certificate II in Furniture Making Pathways Complete all of the following:
MSMENV272	Participate In Environmentally Sustainable Work Practices
MSMPCI103	Demonstrate care and apply safe practices at work
MSFGN2001	Make measurements and calculations
MSFFP2001	Undertake a basic furniture making project
MSFFP2002	Develop a career plan for the furnishing industry
MEM16008A	Interact with computing technology
MSFFM2002	Assemble furnishing components
MSMPCI101	Adapt to work in industry
MSMSUP106	Work in a team
MSFFP2003	Prepare surfaces
MSFFP2004	Apply domestic surface coatings
MSFFP2006	Make simple timber joints

AHC10216 Certificate I in AgriFood Operations (10)

This 1 semester course is suitable for learners with no previous connection to agriculture or horticulture. It is an entry-level qualification aimed at individuals who are interested in entering the agriculture and horticulture industries. It allows individuals to develop basic skills and knowledge to prepare for work and can lead to other certificate courses. If the course is successfully completed students will be awarded a Certificate I in AgriFood Operations and earn 2 QCE points.

Code: AHC10216 Title: Certificate I in AgriFood Operations Complete 6 the following:	
AHCLSK101	Support extensive livestock work
AHCLSK102	Support intensive livestock work
AHCPHT101	Support horticultural production
AHCWRK101	Maintain the workplace
AHCWHS101	Work safely
AHCMOM203	Operate basic machinery and equipment

AHC10316 Certificate I in Horticulture (Year 10)

This 1 semester course is suitable for learners with no previous connection to the horticulture industry. The qualification is an entry-level qualification aimed at individuals entering the agriculture, horticulture and conservation and land management industries. . It allows individuals to develop basic skills and knowledge to prepare for work and can lead to other certificate courses. If the course is successfully completed students will be awarded a Certificate I in AgriFood Operations and earn 2 QCE points.

Code: AHC10316 Unit Title: Certificate I in Horticulture	
AHCCHM101	Follow basic chemical safety rules
AHCIRG101	Support irrigation work
AHCNSY101	Support nursery work
AHCPGD101	Support gardening work
AHCWHS101	Work safely
AHCWRK101	Maintain the workplace

AHC21216 Certificate II in Rural Operations

This 2 year course is delivered using the facilities at the Wilsonton Ag Centre and aims to prepare students for work on the larger scale livestock properties and stations. It focuses on skills such as livestock husbandry and handling, property maintenance and fabrications (welding) that is useful for general property work, or associated support industries. In line with the progressive nature of today's rural industries, this course also provides students with comprehensive industry knowledge (theory), not purely focus on practical skills.

Code: AHC21216	Title: Certificate II in Rural Operations Complete the following:
AHCWHS201	Participate in work health and safety processes
AHCWRK204	Work effectively in the industry
AHCWRK209	Participate in environmentally sustainable work practices
AHCLSK205	Handle livestock using basic techniques
AHCLSK211	Provide feed for livestock
AHCLSK202	Care for health and welfare of livestock
AHCLSK216	Clean and maintain livestock pens
AHCLSK206	Identify and mark livestock
AHCMOM202	Operate tractors
AHCMOM317	Operate tractors with attachments
AHCMOM203	Operate basic machinery and equipment
AHCINF202	Install, maintain and repair fencing
AHCCHM201	Apply chemicals under supervision
AHCPHT201	Plant horticultural crops
AHCWRK207	Collect and record production data

AHC20316 Certificate II in Production Horticulture

This 2 year course is intended to provide students with an agricultural experience to open up their options as they prepare to enter the workforce or vocational training pathways. The course links to nursery (plants) and crop growing industries and covers a range of skills like work, health and safety, food and plant production, propagating and grafting, and crop harvesting. The course utilizes the facilities at the Wilsonton Ag Centre. If the course is successfully completed students will be awarded a Certificate II in Production Horticulture and earn up 4 QCE points.

Code: AHC20316	Title: Certificate II in Horticulture Production Complete the following:
AHCWHS201	Participate in work health and safety processes
AHCMOM203	Operate basic machinery and equipment
AHCPHT201	Plant horticultural crops
AHCPHT214	Support horticultural crop harvesting
AHCPHT205	Cary out post-harvest operations
AHCPMG201	Treat weeds
AHCNSY202	Care for nursery plants
AHCNSY203	Undertake propagation activities
AHCWRK201	Observe and report on weather
AHCWRK206	Observe enterprise quality assurance procedures
AHCWRK207	Collect and record production data
AHCPHT204	Undertake field budding and grafting
TLID1001	Shift materials safely using manual handling methods
AHCNSY201	Pot up plants
AHCPGD201	Plant trees and shrubs

OtherProviders

Binnacle Training

SIS30315 Certificate III FITNESS

PLUS entry qualification: SIS20115 Certificate II in Sport and Recreation

Unit Code	Unit Title	SIS20115 Cert II Sport	SIS30315 Cert III Fitness
HLTWHS001	Participate in workplace health and safety	Core	E (Gym)
BSBRSK401	Identify risk and apply risk management processes	E	E (Gym)
BSBWOR204	Use business technology	E	
SISXEMR001	Respond to emergency situations	Core	E
SISXCAI002	Assist with activity sessions	Core	
BSBWOR202	Organise and complete daily work activities	Core	
SISXCCS001	Provide quality service	Core	Core
SISXIND001	Work effectively in sport, fitness and recreation environments	Core	Core
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Core	E
FSKLRG11	Use routine strategies for work-related learning	E (General)	
FSKDIG03	Use digital technology for routine workplace tasks	E (General)	
HLTAID003	Provide first aid	Core	E (Gym)
SISXFAC001	Maintain equipment for activities	E (General)	Core
SISFFIT011	Instruct approved community fitness programs		E (General)
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		E (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.

TAFE Queensland South West

Wilsonton State High School has a partnership with TAFE South West to deliver Certificate II qualifications in the following:

- Agriculture
- Automotive
- Hairdressing
- Horticulture
- Hospitality (6 months)
- Kitchen Operations (6 months)

Students enrol in these subjects directly with TAFE but may register their interest in these options at their Year 11 subject selection interview with the Head of Department Senior Pathways.

For more information, please refer to the TAFE South West website: http://tafesouthwest.edu.au