



**HOLLAND PARK  
STATE HIGH SCHOOL**

*Strive for Excellence*

## Senior Course Subject Guide



# Principal's Welcome

Welcome to the Holland Park State High School Subject Selection Guide. We are pleased to offer a diverse range of options to ensure that every student is well-prepared for a successful transition from school into a meaningful pathway. Our subject offerings cater to all students, whether they are heading to university, further vocational training, or directly into the workforce.

It is essential that students choose subjects they enjoy and have previously been successful in, so that they thrive and fully engage in their learning. We are dedicated to extending and challenging students at all levels, helping them set and achieve their individual academic goals.

This Senior Curriculum Course Guide provides a summary of all courses offered in the senior phase of learning to assist you in planning your pathway. We have a supportive process for students and parents/caregivers to engage in, that prepares families to make informed decisions about their subject choices.

We look forward to supporting you on your learning journey.

Warm regards,

**Bindi Lodge**

**Principal**



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# INTRODUCTION

## How to Use This Guide

The Year 10-12 Senior Subject Handbook is an essential resource for planning your senior education pathway. It provides valuable information about this phase of your secondary schooling, including prerequisites, general and applied subjects, vocational qualifications, and tertiary entrance processes.

Within this guide, you will find outlines of the courses offered at Holland Park State High School for Year 10 students, along with the senior subjects they lead into in Years 11 and 12. Students should carefully consider their subject choices and are strongly encouraged to continue a subject from Year 10 through to Year 12, as these courses are designed to progressively develop the skills and knowledge required for success.

Please note that courses will only be offered if there are sufficient student numbers to form a class. This decision is at the discretion of the school.

## How do I choose my subjects?

In order to maximise your performance and reach your goals, you should study the subjects that you enjoy and in which you excel. It is a good idea to keep your options open by taking prerequisite subjects, however, if you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your results. This can impact on your ability to gain your QCE or the ATAR you hope to achieve.

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/TAFE courses I am interested in pursuing?
- Am I interested in pursuing a trade or apprenticeship?
- What subjects do I need as university prerequisites?

## Categories of subjects

### Applied Subjects

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. Applied subjects contribute to the QCE, and may contribute to ATAR calculations (a maximum of 1 applied subject or Vocational Qualifications can contribute to ATAR calculations).

### General Subjects

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 contribute to the QCE, have an external assessment component and may contribute to ATAR calculations.

## Senior Education Profile

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

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

For more information about the SEP see:

[www.qcaa.qld.edu.au/senior/certificates-qualifications/sep](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).

## Statement of results

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

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

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

## Applied subjects and Certificate II VET qualifications with duplication of learning

The QCAA considers Applied subjects and VET qualifications at Australian Qualifications Framework (AQF) Level 2 that have similar subject matter and learning goals to be duplication of Learning.

Students may enrol in any VET qualification. However, when a student is enrolled in both the identified Applied subject and VET qualification that has been listed as having similar learning, credit for the QCE is determined by the QCAA.

All completed and partially completed VET qualifications and Applied subjects are recorded on the statement of results. Relevant Applied subjects offered at Holland Park SHS and possible duplication of VET courses including those offered at TAFE or other training organisations.

<b>Applied subjects and Certificate II VET qualifications with duplication of learning</b>			
<b>Learning area</b>	<b>Applied subject</b>	<b>VET qualification</b>	<b>Max. QCE credit</b>
<b>Health and Physical Education</b>	Early Childhood Studies	No duplication	4
	Sport & Recreation	SIS201122 Certificate II in Sport and Recreation	4
<b>Humanities and Social Sciences</b>	Business Studies	BSB20120 Certificate II in Workplace Skills	4
	Tourism	SIT20122 Certificate II in Tourism	4
<b>Sciences</b>	Agricultural Practices	AHC20116 Certificate II in Agriculture AHC21216 Certificate II in Rural Operations	4
<b>The Arts</b>	Music in Practice	CUA20620 Certificate II in Music	4
	Visual Arts in Practice	CUA20720 Certificate II in Visual Arts	4
<b>Technologies</b>	Building & Construction Skills	CPC20220 Certificate II in Construction Pathways	4
	Engineering Skills	MEM20413 Certificate II in Engineering Pathways	4
	Fashion	MST20616 Certificate II in Applied Fashion Design and Technology	4
	Furnishing Skills	MSF20516 Certificate II in Furniture Making Pathways	4
	Hospitality Practices	SIT20322 Certificate II in Hospitality	4
	Industrial Graphics Skills	No duplication	4
	Industrial Technology Skills	MSM20216 Certificate II in Manufacturing Technology	4
	Information & Communication Technology	ICT20115 Certificate II in Information, Digital Media and Technology ICT20120 Certificate II in Applied Digital Technologies	4

## Multiple VET qualifications

To ensure breadth of learning within a QCE, limitations are placed on the amount of credit that can contribute to the QCE for some VET qualifications.

## New learning in VET

Credit for the QCE accrues when a student completes new learning.

## Qualifications from the same VET training package

A maximum of eight credits from the same VET training package can contribute to a QCE. Credit in the Core category of learning will accrue as the priority.

# SENIOR SUBJECTS

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

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course. Students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

## General syllabuses

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

## Applied syllabuses

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

## Senior External Examination

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

## Short Courses

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

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

## Underpinning factors

All senior syllabuses are underpinned by:

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



## General syllabuses and Short Courses

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

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

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

## Vocational education and training (VET)

Students can access VET programs through the school if it:

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

## 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.

# GENERAL SYLLABUSES

## Structure

The syllabus structure consists of a course overview and assessment.

### General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

### Extension syllabuses course overview

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

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

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

## Assessment

### Units 1 and 2 assessments

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

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

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

### Units 3 and 4 assessments

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

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

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

## **Instrument-specific marking guides**

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

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

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

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

## **External assessment**

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

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

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

# APPLIED SYLLABUSES

## Structure

The syllabus structure consists of a course overview and assessment.

### Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

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

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

Applied syllabuses do not use external assessment.

### Instrument-specific standards matrixes

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

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

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA

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

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

## Summative internal assessment — instrument-specific standards

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

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

## Senior External Examinations

### Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects. Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)
  - to meet tertiary entrance or employment requirements – for personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations. For more information about the Senior External Examination, see: [www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see).

### Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: <https://www.qcaa.qld.edu.au/senior/sep-calendar>.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.



# SHORT COURSES

## Course overview

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

Short Courses are available in:

- Literacy
- Numeracy

## Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment. The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.



## RESOURCES

Student Resource Scheme Agreement will contain costings and further information in Term 4. Payment can be made in full (cash/cheque/BPoint/EFTPOS), by initial deposit and payment plan, by Centrelink deduction. Please contact the Resource Room for more information about payment. Some subjects have an additional consumables charge.

## LAPTOPS AT SCHOOL

### – BRING YOUR OWN DEVICE – BYOD PROGRAM

The BYOD program is offered to all students in Years 9, 10, 11 and 12, and allows students to bring a privately-owned laptop to school every day for use in class.

Our BYOD program assists students to improve their learning outcomes in a contemporary educational setting and recognises the demand for seamless movement between school and home. By assisting students to become responsible digital citizens, the teaching learning process and the achievement of student outcomes are enhanced as well as the skills and experiences that will prepare them for their future studies and careers.

Access to the department's ICT network is through BYOx Connect, a DETE approved on-boarding system. Access is provided only if the laptop meets the department's security requirements which, at a minimum, requires that anti-virus software has been installed, is running and is kept updated on the device.

Steps to joining the BYOD Program:-

1. Ensure the device is suitable for connection to our network (please refer to the Schools Website for specific details).
2. Read and understand the BYOD Charter and the School Responsible Behaviour Plan (latest version available on the website).
3. Return the Responsible Use Agreement.
4. Agree to the BYOD fee (invoiced yearly) – in 2021 \$50 – this fee may change yearly.
5. Attend an on-boarding appointment with technical staff (as advised through student morning notices).

BYOD will provide:-

- secure access and connection to the network
- ongoing network setup and maintenance
- initial on-boarding assistance
- school connection support
- some technical troubleshooting

## **TRAINING AND STUDYING WHILE AT SCHOOL**

Many students start their career while at school either studying at TAFE or in a school-based traineeship or apprenticeship. These choices generally require students to have one day away from the school campus each week, so they are not a suitable option for all students. Those students intending to go directly to university from school need to maintain their focus on achieving an ATAR and are ineligible to engage in a SBA/T – school based apprenticeship/ traineeship or attend TAFE.

The government has allocated (Vocational Education and Training in Schools) funding for high demand industry areas. All students are eligible to complete one certificate course that meets the VETiS requirements (high demand) free of charge except for materials. There are many other courses available but may require fees to be paid, this is managed through the individual RTO – registered training organisation, not the school.

TAFE Course guides are available online which include SkillsTech trade courses. Students interested in attending TAFE or another RTO must complete an expression of interest form available from Senior Schooling office. This form is to acknowledge a commitment to school work as well as other study requirements. It also provides important information about creating a USI – a unique student identification number which all students must have.

By completing study at an outside provider RTO it generally means that students are in an adult learning environment even though the classes are for school students. Students do need to manage their own transport to and from the RTO.

### **School Based Traineeships**

School based traineeship and apprenticeships are currently difficult to obtain outside the areas of hospitality, retail and business. All information regarding SBA/Ts is advertised in various methods including student notices and outside of senior schooling room.

Students interested in traineeship or apprenticeships need to make contact with Senior Schooling staff to discuss possibilities.

## READINESS CRITERIA FOR SUBJECTS

YEAR 11 AND 12 SUBJECTS	Subject Category	READINESS CRITERIA Applied when selecting to study this subject at the commencement of Year 10.	READINESS CONFIRMATION Applied at the End of Year 10, when confirming course selection for Year 11.
<b>Business</b>			
Certificate IV Crime and Justice	General	C in Year 9 English	C in Year 10 Business and Law
Diploma of Business	Certificate	C in Year 9 English	C in Year 10 Business and Law
<b>Technologies</b>			
Design	General	C in Year 9 English	C in Year 10 Prep Design & Graphics Skills
Engineering	General	C in Year 9 English C in Year 9 Math	C in Prep Engineering B in Mathematical Methods Prep
Industrial Graphics Skills	Applied	Completed Year 9 English Completed Year 9 Math	
Industrial Technology Skills	Applied	Completed Year 9 English Completed Year 9 Math	
<b>English</b>			
English	General	C in Year 9 English	C in Year 10 English Prep
Literature	General	B in Year 9 English	C in Year 10 Literature Prep (offline)
Essential English	Applied	Completion of Year 9 English	Completion of Year 10 Essential English Prep
<b>Health and Physical Education</b>			
Physical Education	General	C in Year 9 English C in Year 9 HPE	C in Year 10 Physical Education
Sport and Recreation	Applied	C in Year 9 English	
Certificate II in Sport & Recreation/ Certificate III in Fitness	Certificate	C in Year 9 English	
<b>Home Economics</b>			
Early Childhood Studies	Applied	Completion of Year 9 English	
Fashion	Applied	Completion of Year 9 English	
Hospitality Practices	Applied	Completion of Year 9 English	

YEAR 11 AND 12 SUBJECTS	Subject Category	READINESS CRITERIA Applied when selecting to study this subject at the commencement of Year 10.	READINESS CONFIRMATION Applied at the End of Year 10, when confirming course selection for Year 11.
<b>Humanities</b>			
Ancient History	General	C in Year 9 English C in Year 9 History	C in History Prep
Modern History	General	C in Year 9 English C in Year 9 History	C in History Prep
<b>Mathematics</b>			
Essential Mathematics	Applied	Completion of Year 9 Math	
General Mathematics	General	C in Year 9 Math	C in English C in General Mathematics Prep
Mathematical Methods	General	B in Year 9 Math	C in English B in Mathematical Methods Prep
Specialist Mathematics	General	B in Year 9 Math	C in English B in Specialist Mathematics Prep
<b>Science</b>			
Aquatics	Applied	Completion of Year 9 English	
Biology	General	C in Year 9 Science C in Year 9 English	C in Biology Prep C in Mathematics C in English
Chemistry	General	C in Year 9 English B in Year 9 Science B in Year 9 Mathematics	B in Chemistry Prep B in Mathematics C in English
Physics	General	C in Year 9 English B in Year 9 Science B in Year 9 Mathematics	B in Physics Prep B in Mathematics C in English
<b>The Arts</b>			
Japanese	General	C in Year 9 Japanese	C in Year 10 Japanese
Music	General	C in Year 9 English	C in Music Prep
Music in Practice	Applied	C in Year 9 English	
Visual Art	General	C in Year 9 English C in Year 9 Art	C in General English Prep C in Art Prep
Visual Art in Practice	Applied	C in Year 9 English	



# JOB CLUSTERS

In industries today, job switching and career progression are not randomised; people tend to move into roles that are related to their previous experiences and skills. However, this isn't always how young people are taught to think about their future careers. They're often encouraged to focus on a specific "dream job" and choose a narrow training path. Instead of planning their education and career around a single, lifelong occupation, young people could benefit from considering the broader types of work they're interested in and developing a diverse set of skills that open up multiple career options. The following clusters are informed by the 2017 Foundation of Young Australians in their New Work Mindset Report (<https://www.fya.org.au/resource/new-work-order-research/>).

When choosing a career, young people should think not just about their first job, but about the range of roles it might lead to. In Australia, there are seven job clusters: 'The Generators,' 'The Artisans,' 'The Carers,' 'The Coordinators,' 'The Designers,' 'The Informers,' and 'The Technologists.'

During STRIVE students have been developing understanding of these clusters.



# OVERVIEW

## MOVING BEYOND JOBS TO SKILLS FOR THE NEW WORK ORDER

### There are **7** new job clusters in Australia



#### A young person...

- could choose a job cluster based on their interest and strengths rather than focus on one dream job.
- could gain experience through early career jobs in the job cluster.



### Job clusters require **similar skills** that are often portable across jobs

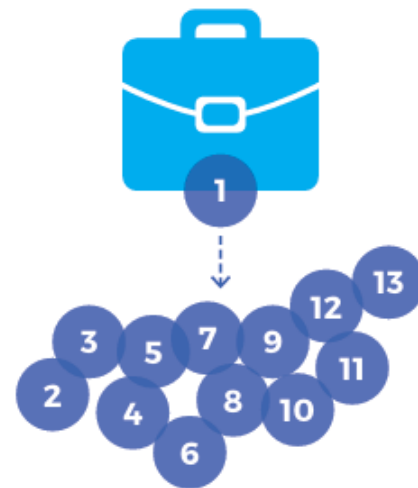
#### A young person...

- could focus on developing a portfolio of technical and enterprising skills common to their chosen job cluster.

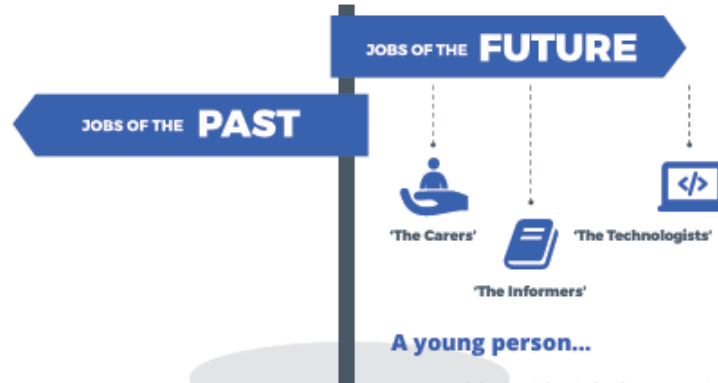
\*On average, based on high overlap of skills.

### Jobs are more related than we realise...

When a person trains or works in **1 job**, they acquire skills for **13 other jobs\***



### Some job clusters have **stronger future prospects** than others



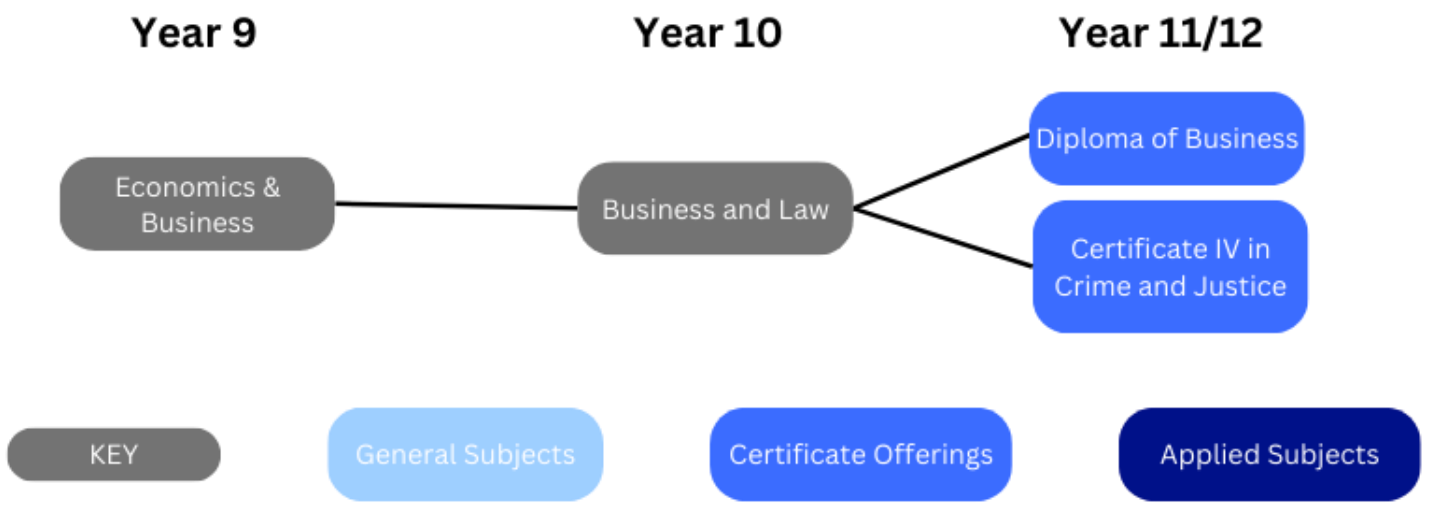
#### A young person...

- could consider job clusters with strongest future prospects and jobs that are most likely to grow.

# Business Faculty



# BUSINESS SUBJECT MAP



# BUSINESS AND LAW

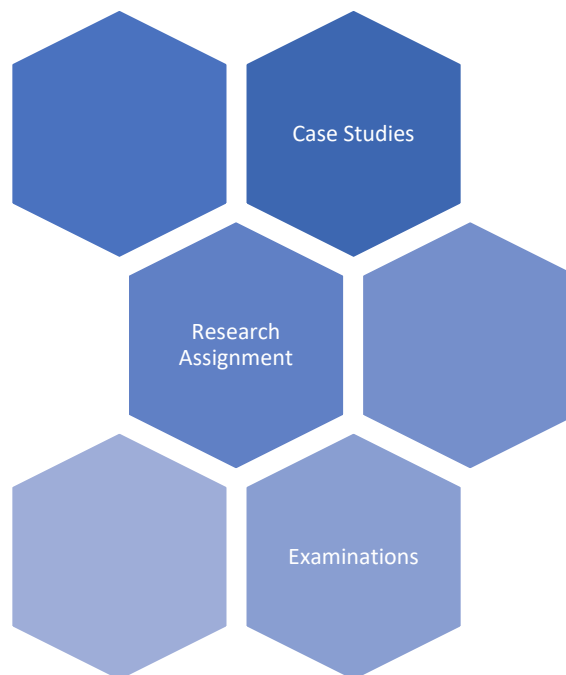
## Year 10 Elective



Year  
10  
General

Year 10 Business and Law introduces students to the interconnected worlds of commerce and legal systems. In the business section, students explore economic theory, business operations, financial literacy, and marketing, while developing entrepreneurial skills through real-world case studies and business planning. The law section covers the structure of the legal system, individual rights, and the role of law in society. Students will engage in debates, analyse legal issues, and explore ethical questions, sharpening their critical thinking and argumentation skills. This course provides a strong foundation for understanding both business operations and the legal frameworks that govern them.

### Assessment Types:



Is this course for me?	What will help me be successful in this course?
<p>The course nurtures creativity and innovation, encouraging students to think like entrepreneurs and problem solvers. It aligns well with the "Generators" and "Informers" job clusters, which includes roles in sales, management, and entrepreneurship, law, policy-making, and advocacy.</p>	<p>C in Year 9 English</p>



## Foundation Course: Business and Law can lead into:

### CERTIFICATE IV IN CRIME AND JUSTICE (10283NAT)

(RTO – Unity College - 32123)



Year  
11/12

Certificate Offering

QCE Credit  
Points - 8

Certificate IV in Crime and Justice		Duration:	2 years
<b>Qualification description:</b>	<p>Certificate IV in Crime and Justice is an accredited course. The Certificate IV in Crime and Justice is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.</p> <p>Aims: The Certificate IV in Crime and Justice course is designed to</p> <ul style="list-style-type: none"> <li>• provide students with a broad understanding of the justice system</li> <li>• develop the personal skills and knowledge which underpin employment in the justice system.</li> </ul>		
<b>Entry requirements:</b>	<p>Academic - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Attitude – students need to demonstrate independent learning skills</p>		
<b>Qualification packaging rules:</b>	<p>To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed.</p>		
<b>Units of Competency delivered:</b>	<b>Unit Code</b>	<b>Unit Name</b>	
	1. CJSKOM401	Provide information and referral advice on justice-related issues	
	2. CJSDCP402	Prepare documentation for court proceedings	
	3. CJSSJI403	Analyse social justice issues	
	4. BSBINS401	Analyse and present research information	
	5. PSPREG003	Apply Regulatory Powers	
	6. BSBLEG421	Apply understanding of the Australian Legal System	
	7. BSBLDR414	Lead team effectiveness	
	8. PSPREG010	Prepare a brief of evidence	
	9. BSBLEG523	Apply legal principles in tort law matters	
10. BSBPEF402	Develop personal work priorities		
<b>Learning experiences:</b>	<p>Content is delivered in a classroom environment through Legal Studies/Certificate IV Crime and Justice classes or via an online plus face-to face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory after school workshops with industry professionals <b>Technology required: access to the internet</b></p>		
<b>Assessment:</b>	<p>Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.</p>		
<b>Pathways:</b>	<p>The Certificate IV in Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.</p>		
<b>Course Costs:</b>	<p>\$700 up-front fee.</p>		
<b>Further information</b>	<p>Refund Policy: Refund for students exiting a certificate course is on prorata basis related to the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.</p>		

## Foundation Course: Business and Law can lead into:

### DIPLOMA OF BUSINESS (BSB50120)

Year  
11/12

Certificate  
Offering

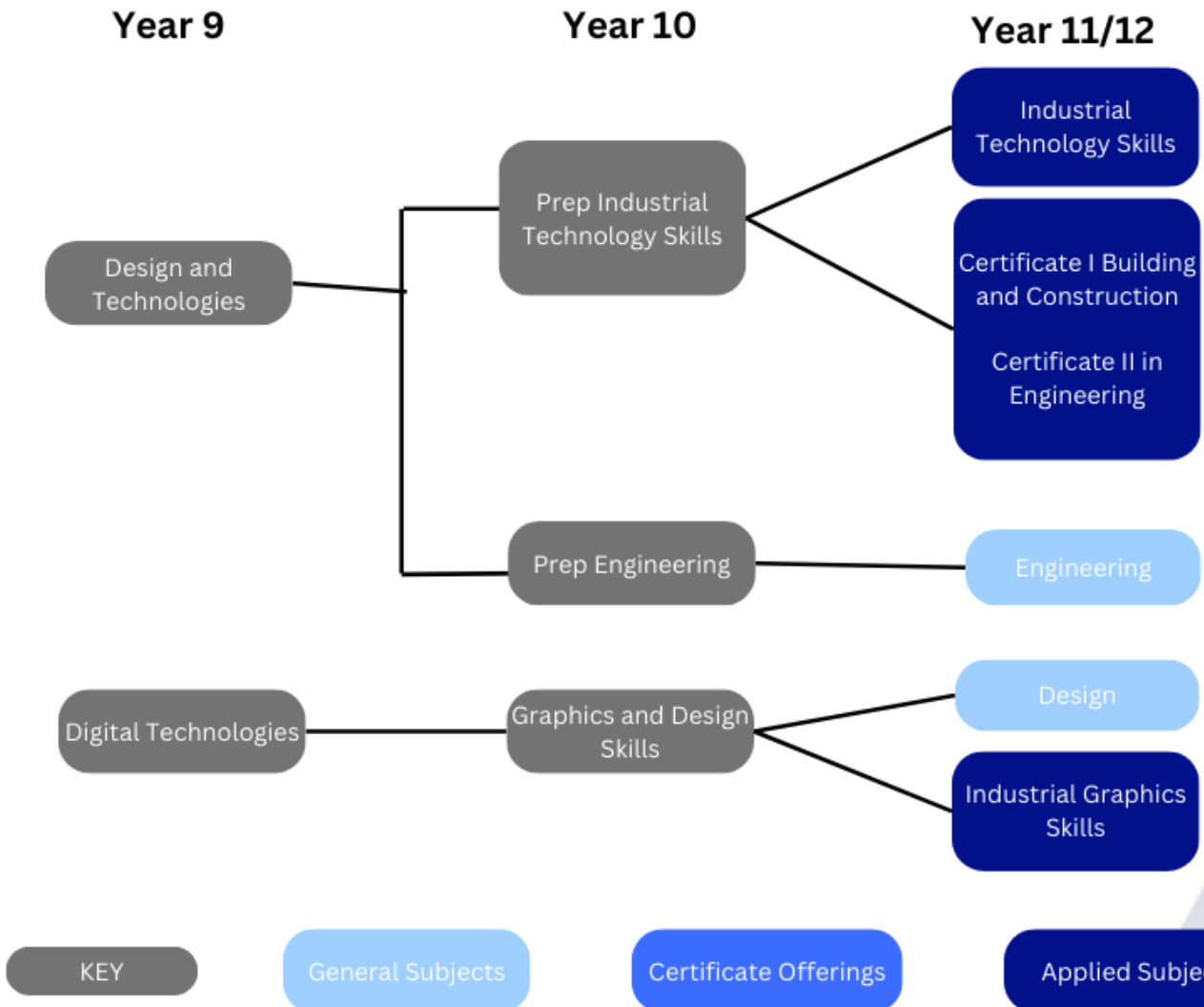
The Diploma of Business will be provided by an external Registered Training Organisation (RTO). It will be provided as a timetabled subject Holland Park State High School.

Qualification Description	This qualification is suited to the needs of individuals with little or no vocational experience, but who have an interest in theoretical business skills and knowledge. The Diploma of Business will create further educational and employment opportunities in business. The Diploma of Business contributes toward QCE and ATAR. The course may lead to university credits or prepare students to start working in Business Administration, Accounting, Marketing, Retail, Banking, Finance or Human Resource positions. The Diploma of Business will be provided by an external Registered Training Organisation (RTO). It will be provided as a timetabled subject Holland Park State High School. Upon completion of this Diploma, some tertiary institutions may automatically offer guaranteed entry into selected tertiary undergraduate courses.
Entry Requirements	Readiness from Year 10: Students should achieve a C result in Year 10 English.
Qualification Package Rules	The course consists of 5 core units and 7 elective units
Possible Units of Competency	BSBCRT511 Develop critical thinking in others BSBFIN501 Manage budgets and financial plans BSBOPS501 Manage business resources BSBSUS511 Develop workplace policies and procedures for sustainability BSBXCM501 Lead communication in the workplace BSBHRM525 Manage recruitment and onboarding BSBOPS504 Manage business risk BSBPMG430 Undertake project work BSBPEF501 Manage personal and professional development BSBSTR502 Facilitate continuous improvement BSBMKG541 Identify and evaluate marketing opportunities BSBCMM411 Make presentations
Future Pathways	The course may lead to university credits or prepare students to start working in Business Administration, Accounting, Marketing, Retail, Banking, Finance or Human Resource positions.
Assessment	Evidence of student's work is regularly submitted to show their ability to satisfactorily complete the assigned tasks. This process of collecting and providing continuous feedback allows students to improve the quality of their work and show competency. Evidence is gathered through the following: written projects, classroom activities, group work, reflections, observation of skills, and oral and written questions.
Course Fees	Up to \$3,000 for the two-year Diploma course. Payments will be made directly to the RTO.

# Technologies Faculty



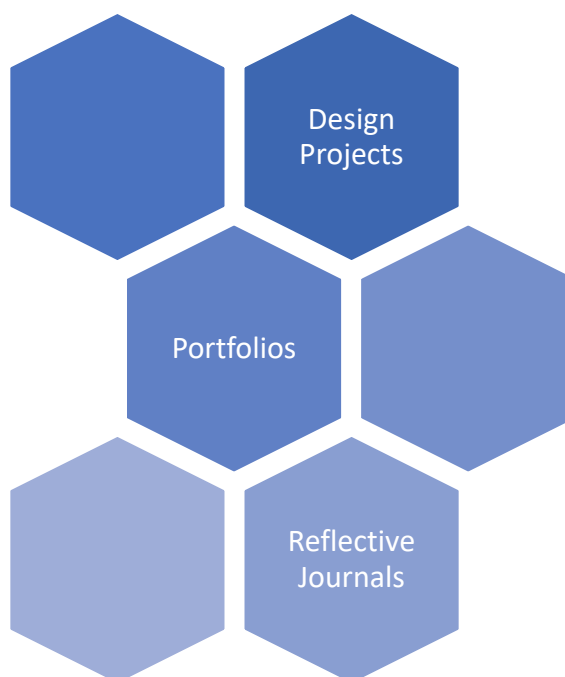
# TECHNOLOGY SUBJECT MAP





Year 10 Design and Graphics Skills is ideal for students who are passionate about creativity and innovation in solving real-world problems. This course combines design principles with hands-on technical drawing and computer-aided design (CAD). Students will work on projects that take ideas from conception to completion, whether designing products, buildings, or systems. They'll learn industry-standard practices to bring their designs to life, exploring the exciting intersection of creativity and industry. This subject offers endless possibilities for those keen to develop their skills in both design and technical graphics.

### Assessment Types:



Is this course for me?	What will help me be successful in this course?
<p>This course equips students with 21st-century skills such as creativity, digital literacy, and project management, making it highly relevant to the "Designers" job cluster, which includes careers in architecture, industrial design, and product development, engineering, construction, and technology.</p>	<p>C in Year 9 English</p>

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

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Stakeholder-centred design</b> <ul style="list-style-type: none"> <li>• Designing for others</li> </ul>	<b>Commercial design influences</b> <ul style="list-style-type: none"> <li>• Responding to needs and wants</li> </ul>	<b>Human-centred design</b> <ul style="list-style-type: none"> <li>• Designing with empathy</li> </ul>	<b>Sustainable design influences</b> <ul style="list-style-type: none"> <li>• Responding to opportunities</li> </ul>

## Pathways

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

## Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See Summative assessments units 3 and 4 below.

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

### Summative assessments

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

### Subject Specific Requirements

Some of the equipment required for Design is: a laptop, clear display folder, sharp pencils, and a USB for transferring files.



Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

### Pathways

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

### Objectives

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

- demonstrate practices, skills and procedures
- interpret client briefs and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and products.

## Structure

Industrial Graphics Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

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

## Assessment

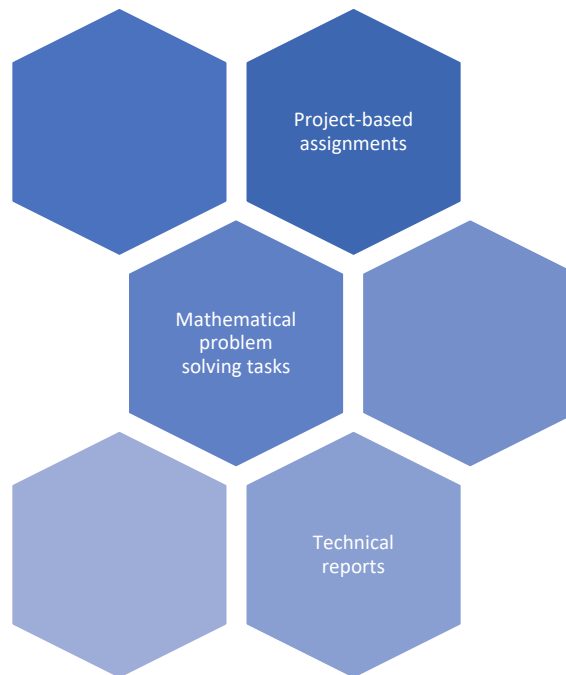
Students complete two assessment tasks for each unit. The assessment techniques used in Industrial Graphics Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	<p>Practical demonstration</p> <p>Practical demonstration: the drawing skills and procedures used in 3–5 drawing production processes</p> <p>Documentation</p> <p>Multimodal (at least two modes delivered at the same time): drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media</p>
Project	Students draft in response to a provided client brief and technical information.	<p>Product</p> <p>Product: the drawing skills and procedures used in 5–7 drawing production processes</p> <p>Drawing process</p> <p>Multimodal (at least two modes delivered at the same time): drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media</p>



The Year 10 Engineering preparatory course is designed for students who are interested in how things work and enjoy solving complex problems. Topics may include mechanical systems, materials science, and the application of mathematics and physics in engineering contexts. Students who are curious about building and designing structures, machines, or systems will find this subject particularly engaging. The course involves project-based learning, where students design and build engineering prototypes that demonstrate their problem-solving abilities.

**Assessment Types:**



Is this course for me?	What will help me be successful in this course?
This course fosters critical thinking, collaboration, and digital literacy, aligning with the "Designers" job cluster, which encompasses roles in engineering, construction, and technology.	C in Year 9 English C in Year 9 Math

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

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

### Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems.

### Objectives

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

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Engineering fundamentals</b> <ul style="list-style-type: none"> <li>• Engineering in society</li> <li>• Engineering communication</li> <li>• Introduction to engineering mechanics</li> <li>• Introduction to engineering materials</li> </ul>	<b>Emerging technologies</b> <ul style="list-style-type: none"> <li>• Emerging needs in society</li> <li>• Emerging processes, machinery and automation</li> <li>• Emerging materials</li> </ul>	<b>Civil structures</b> <ul style="list-style-type: none"> <li>• Civil structures in society</li> <li>• Civil structures and forces</li> <li>• Civil engineering materials</li> </ul>	<b>Machines and mechanisms</b> <ul style="list-style-type: none"> <li>• Machines in society</li> <li>• Machines, mechanisms and control</li> <li>• Materials</li> </ul>

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See Summative assessments units 3 and 4 below.

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).

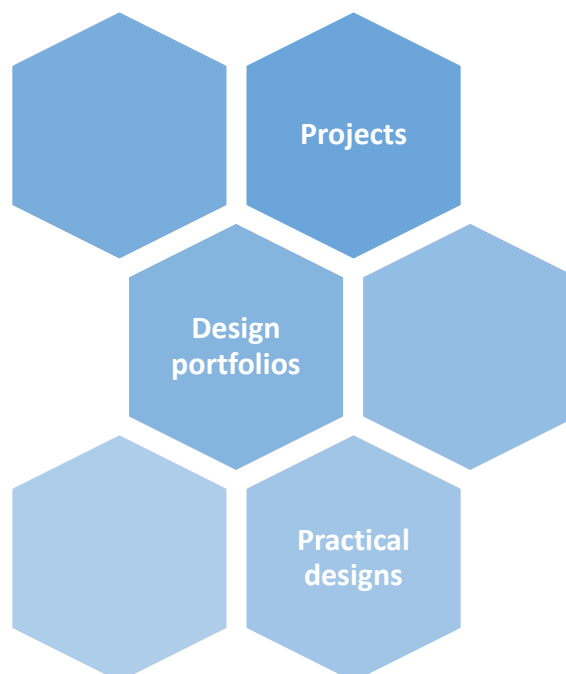
### SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
• Engineered solution		• Engineered solution	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Examination — combination response		• Examination — combination response	



In Year 10 Industrial Technology Skills (ITS), Students immerse themselves in hands-on learning as they interpret technical drawings and information, master safe production processes using a range of tools, machinery, and equipment, and communicate their ideas effectively through oral, written, and graphical modes. They develop skills in organising, calculating, planning, and adapting production processes to create impressive products. Most of the learning is done through dynamic manufacturing tasks that reflect real-world business and industry scenarios. Working together, students solve problems and complete practical projects, bringing their ideas to life.

### Assessment Types:



Is this course for me?	What will help me be successful in this course?
This course fosters critical thinking, collaboration, and digital literacy, aligning with the "Designers" job cluster, which encompasses roles in engineering, construction, and technology.	Completed Year 9 English Completed Year 9 Mathematics

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

### Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aero skills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

### Objectives

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt plans, skills and procedures.



## Structure

Industrial Technology Skills is a four-unit course of study. This syllabus contains the four industrial sector syllabuses with QCAA-developed units as options for schools to select from to develop their course of study.

When selecting units to design a course of study in Industrial Technology Skills, the units must:

- be drawn from at least two industrial sector syllabuses and include no more than two units from each
- not be offered at the school in any other Applied industrial sector syllabus.

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Industrial Technology Skills are:

Technique	Description	Response requirements
Practical demonstration	Available in the selected industrial sector syllabus.	
Project		

### Subject Specific Requirements:

Risk Assessments in this subject. Some equipment has been identified as high risk machinery e.g. Routers, Compound Slide Saw. Parental consent in writing will be required before students use high risk equipment. Teachers will also assess whether it is safe for any student to use high risk equipment.

Dress and behaviour must conform to Workplace Health and Safety Guidelines. Footwear **must** conform to industry standards, have enclosed uppers and be of a substantial material. **NO JOGGERS.**

**SUCCESS in INDUSTRIAL TECHNOLOGY SKILLS derives from:**

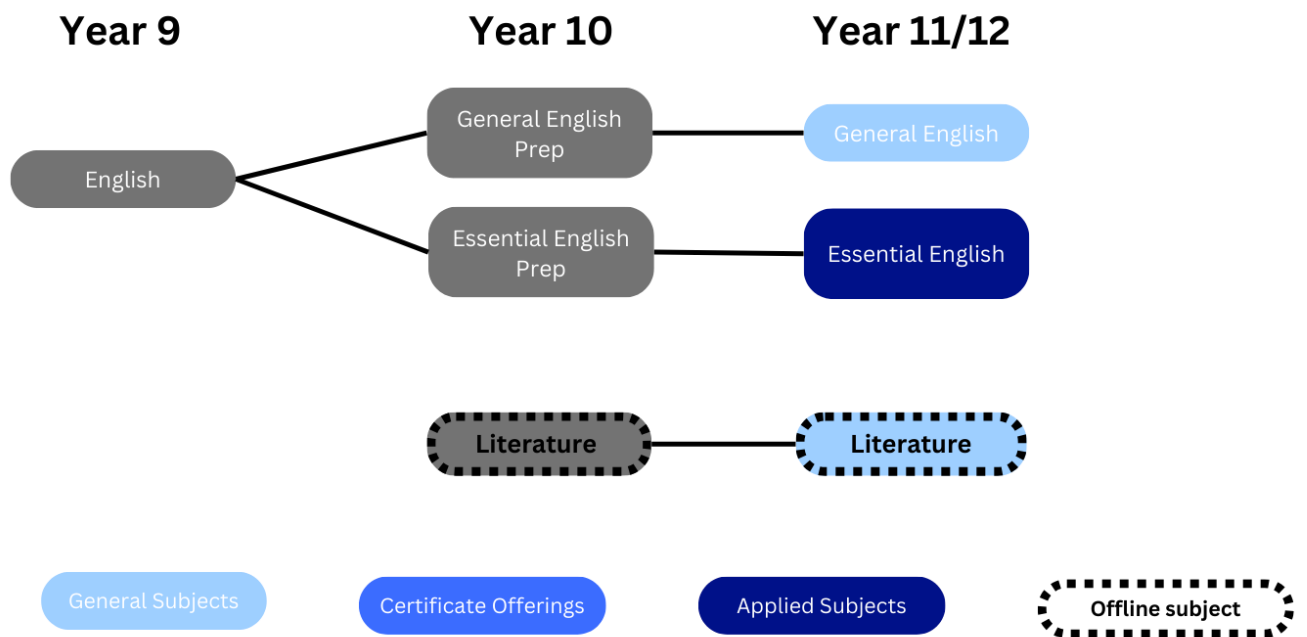
- **Working independently and displaying initiative.**
- **Working collaboratively in a team.**
- **Applying project specifications accurately and following procedures.**

Each student will be required to pay a subject levy.

# English Faculty



# ENGLISH SUBJECT MAP





Year 10 English is designed for students who love reading, writing, and analysing texts. Topics might include studying a range of literary genres, from Shakespearean drama to modern novels, as well as developing skills in creative, persuasive, and analytical writing. Students who are passionate about storytelling, enjoy discussing ideas, and are keen to explore different perspectives will find this subject highly engaging. The course focuses on developing students’ abilities to interpret texts, construct well-organised essays, and express ideas clearly and creatively.

**Assessment Types:**



Is this course for me?	What will help me be successful in this course?
<p>These subject nurtures critical thinking, creativity, and communication—key 21st-century skills that are essential for roles in the "Informers" job cluster, which includes careers in education, media, and communication.</p>	<p>C in Year 9 English.</p>

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

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

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See Summative assessments units 3 and 4 below.

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

### SUCCESS in ENGLISH derives from:

- Wide reading of a variety of fiction and nonfiction texts
- Detailed planning in text construction
- Extensive drafting and revision of work



This Year 10 Literature course is perfect for students who love reading, writing, and analysing literary texts. The course focuses on interpreting texts, evaluating perspectives, and challenging ideas through detailed literary analysis. You'll engage in crafting both imaginative and analytical pieces, honing your ability to communicate effectively. Ideal for those passionate about storytelling, this subject will help you refine your skills in essay writing, text interpretation, and clear, creative expression across various forms and mediums.

### Assessment Types:



Is this course for me?	What will help me be successful in this course?
<p>These subject nurtures critical thinking, creativity, and communication—key 21st-century skills that are essential for roles in the "Informers" job cluster, which includes careers in education, media, and communication.</p>	<p>B in Year 9 English.</p>



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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

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

### Pathways

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

### Objectives

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

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

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

## Assessment

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

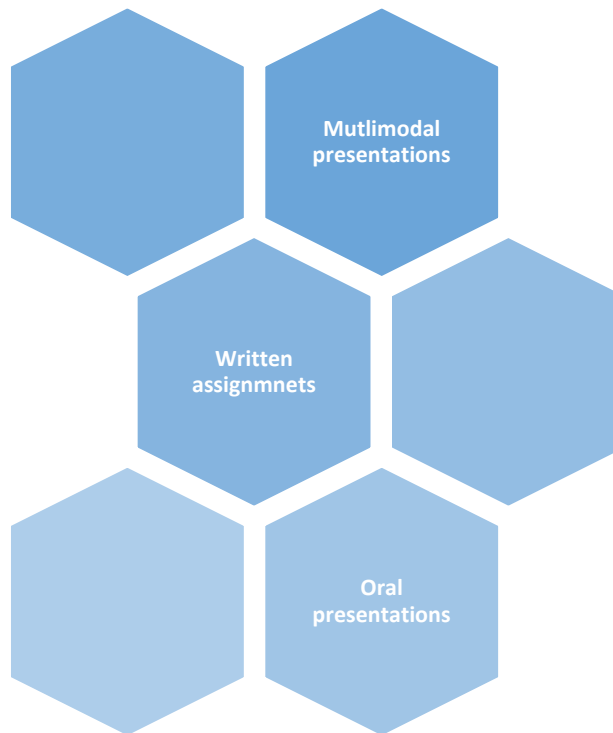
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

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

In the Year 10 Essential English preparation, students develop and refine their understanding of language, literature, and literacy, empowering them to communicate confidently and effectively in everyday, community, and social contexts. They learn to recognise the relevance of language and texts in their current and future lives, gaining the skills to understand, accept, or challenge the values and attitudes within these texts.

**Assessment Types:**



Is this course for me?	What will help me be successful in this course?
This course fosters critical thinking, collaboration, and communication- key 21st-century skills that are essential for roles in the "Informers" job cluster, which includes careers in education, media, and communication.	Completed Year 9 English

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

## Structure

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

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See Summative assessments units 3 and 4 below.

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): <ul style="list-style-type: none"> <li>• Extended response — spoken/signed response</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response — Multimodal response</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Extended response — Written response</li> </ul>

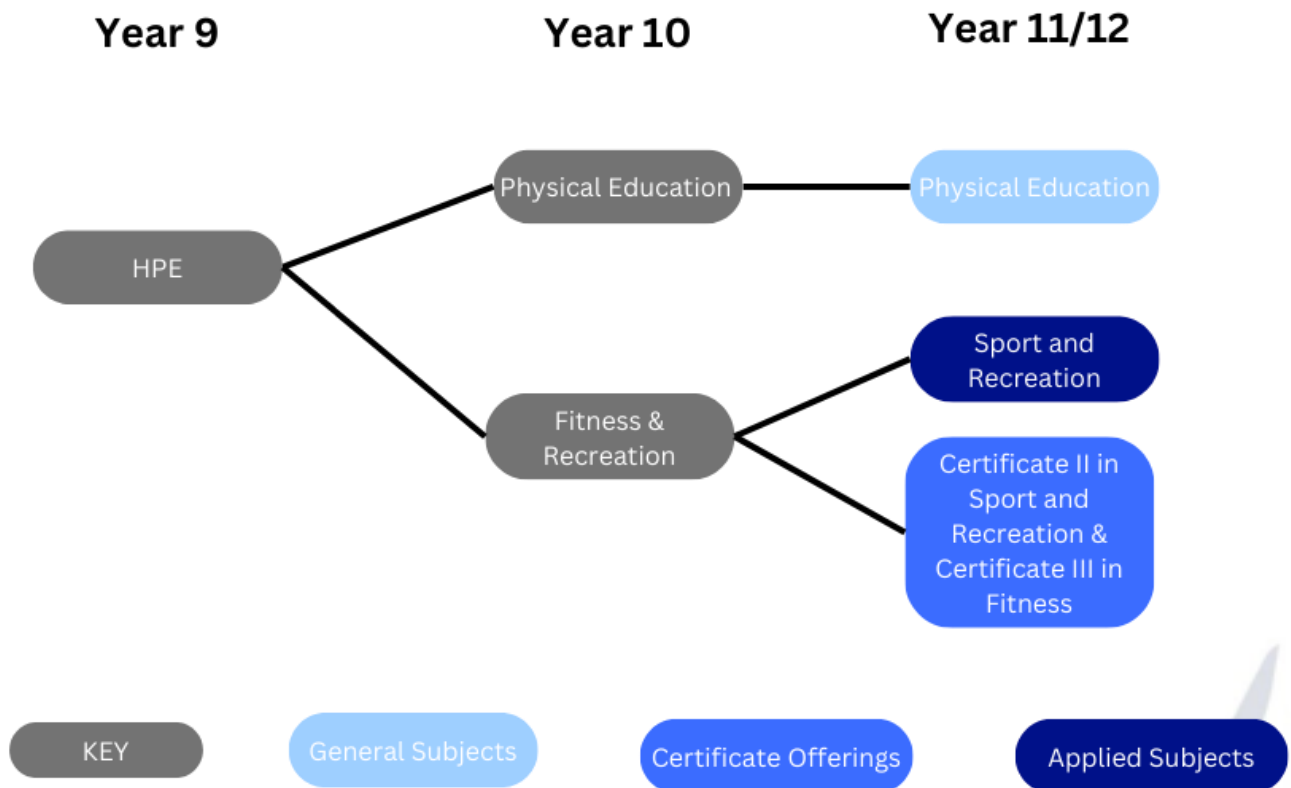
### SUCCESS in ESSENTIAL ENGLISH derives from:

- **Consistent application in class to complete assigned task**
- **Detailed planning in text construction**
- **Extensive drafting and revision of work**

# Physical Education Faculty



# HEALTH AND PHYSICAL EDUCATION SUBJECT MAP





# PHYSICAL EDUCATION PREPARATION

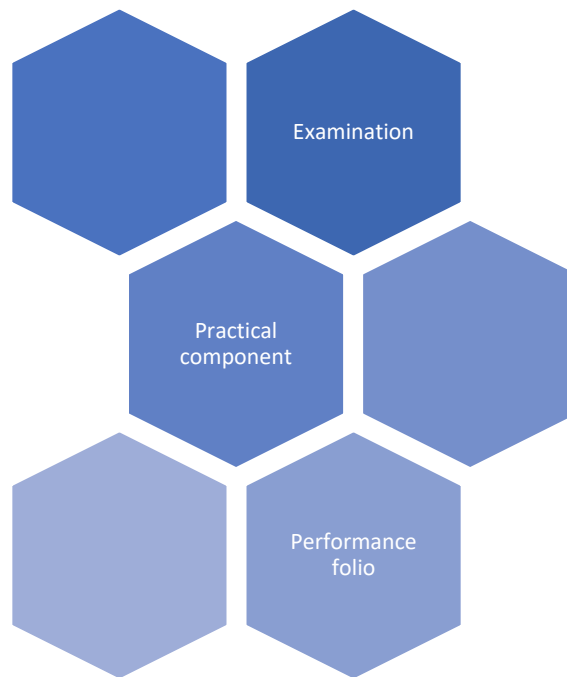
## Year 10 Elective



Year  
10  
General

In the Year 10 Physical Education Preparatory subject, students will elevate their physical skills in this dynamic course, exploring topics that enhance performance, such as energy systems, tactical awareness, ethical decision-making, and training techniques. They'll engage in hands-on learning by implementing, analysing, and evaluating movement strategies to improve both individual and team performance in real-world physical activities.

### .Assessment Types:



Is this course for me?	What will help me be successful in this course?
Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork that are essential skills for the “Carers” job cluster which can lead to careers in healthcare, exercise science, teaching and sport.	C in Year 9 English C in Year 9 HPE

The Physical Education syllabus is developmental and becomes increasingly complex across the four units.

In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity.

In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Physical Education provides students with an opportunity to learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity.

### 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

Unit 1	Unit 2	Unit 3	Unit 4
<b>Motor learning, functional anatomy and biomechanics in physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning in physical activity</li> <li>• Functional anatomy and biomechanics in physical activity</li> </ul>	<b>Sport psychology and equity in physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology in physical activity</li> <li>• Equity — barriers and enablers</li> </ul>	<b>Tactical awareness and ethics in physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness in physical activity</li> <li>• Ethics and integrity in physical activity</li> </ul>	<b>Energy, fitness and training in physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated in physical activity</li> </ul>

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See summative Assessments Units 3 and 4 below.

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):	25%	Summative internal assessment 3 (IA3):	25%
• Project — folio		• Project — folio	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Investigation — report		• Examination — combination response	

## Subject Specific Requirements

Laptop including Microsoft office

Suitable sports footwear that meets the school requirements, whilst enabling students to be physically active.

School sports uniform

### SUCCESS in PHYSICAL EDUCATION derives from:

- **Active engagement**
- **Critical reflection and evaluation**
- **A strong ability to work independently**

# SPORT AND RECREATION PREPARATION

## Year 10 Elective

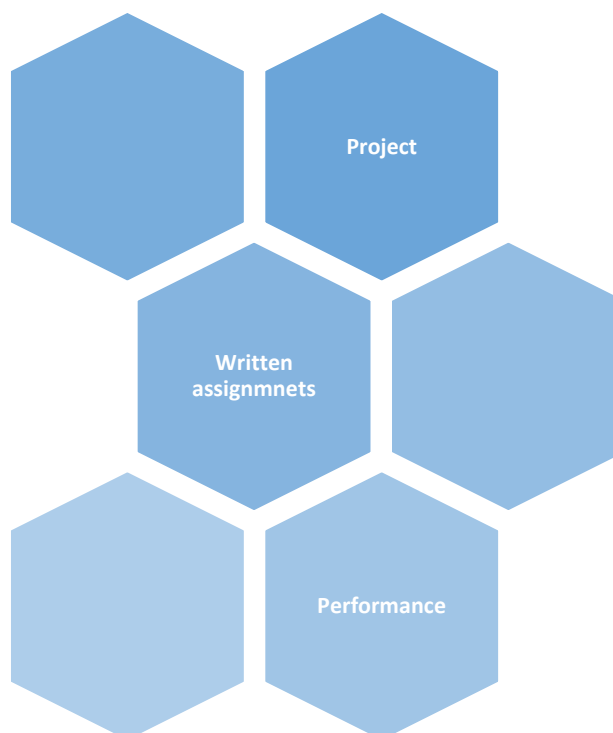


Year 10

Applied

In the Year 10 Sport & Recreation Preparation students will be provided the opportunity to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

### Assessment Types:



Is this course for me?	What will help me be successful in this course?
This course fosters critical thinking, collaboration, and communication- key 21st-century skills that are essential for roles in the "Carers" job cluster, which includes careers in fitness, community health, teaching and recreation.	Completed Year 9 English

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

### 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:

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes

## Structure

Sport & Recreation is a four-unit course of study:

Unit option	Unit title
• Unit 1	• Emerging trends in sport, fitness and recreation
• Unit 2	• Event management
• Unit 3	• Coaching and officiating
• Unit 4	• Athlete development and wellbeing

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<b>Performance</b> Performance: up to 4 minutes <b>Planning and evaluation</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 3 minutes, or signed equivalent</li><li>• Written: up to 500 words</li></ul>
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<b>Investigation and session plan</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 3 minutes, or signed equivalent</li><li>• Written: up to 500 words</li></ul> <b>Performance</b> Performance: up to 4 minutes <b>Evaluation</b> One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media</li><li>• Spoken: up to 3 minutes, or signed equivalent</li><li>• Written: up to 500 words</li></ul>

## Why Study Sport & Recreation?

Physical forms of recreation are growth industries in Australian society. These forms of recreation include social sport, fitness programs and outdoor pursuits. They are an intrinsic part of the Australian psyche and form a substantial part of leisure time.

### Subject Specific Advice

- Laptop including Microsoft office
- Suitable sports footwear that meets the school requirements, whilst enabling students to be physically active.
- School Sports Uniform

**SUCCESS in SPORT & RECREATION derives from:**

- **Physically active engagement**
- **Consistent application in class to complete assigned tasks**
- **A strong ability to work independently and as part of a team.**

# CERTIFICATE II IN SPORT AND RECREATION & CERTIFICATE III IN FITNESS (SIS30321)

Year  
11/12

Certificate  
Offering

The Certificate II in Sport and Recreation & Certificate III in Fitness will be provided by an external Registered Training Organisation (RTO) Binnacle Training.

Binnacle Training 2025 Course Snapshot

## 2025 EDITION SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

Binnacle Training (RTO Code 31319)

### HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

Students facilitate programs within their school community including:

- > Community fitness programs
- > Strength and conditioning for athletes and teams
- > 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

### WHAT DO STUDENTS ACHIEVE?

- > SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- > Entry qualification: SIS20122 Certificate II in Sport and Recreation
- > The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- > Community Coaching - Essential Skills Course (non-accredited), issued by [Australian Sports Commission](#)
- > Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)
- > A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.

### CAREER PATHWAYS

The diagram shows career pathways starting from 'FITNESS IN SCHOOLS Certificate III in Fitness'. It branches into two main paths: 'GROUP EXERCISE INSTRUCTOR' and 'GYM FITNESS INSTRUCTOR'. From 'GROUP EXERCISE INSTRUCTOR', pathways lead to 'UNIVERSITY DEGREE', 'EXERCISE PHYSIOLOGIST', 'TEACHER - PHYSICAL EDUCATION', and 'SPORT SCIENTIST'. From 'GYM FITNESS INSTRUCTOR', pathways lead to 'CERTIFICATE IV IN FITNESS OR DIPLOMA OF SPORT (These qualifications offered by another RTO)', 'PERSONAL TRAINER', 'HIGH PERFORMANCE COACH', and 'SPORT DEVELOPMENT MANAGER'.

### SKILLS ACQUIRED

- > Client screening and health assessment
- > Planning and instructing fitness programs
- > Deliver 1-on-1 and group fitness programs
- > Exercise science and nutrition
- > Anatomy and physiology

FLEXIBLE PROGRAMS

PRACTICAL-BASED LEARNING

RESOURCES PROVIDED

**Binnacle Training**  
RTO CODE 31319

1300 303 715  
admin@binnacletraining.com.au  
binnacletraining.com.au



# SIS30321 CERTIFICATE III IN FITNESS + SIS20122 CERTIFICATE II IN SPORT AND RECREATION

(or as Standalone Qualification:  
SIS30321 Certificate III in Fitness)

Registered Training Organisation:  
Binnacle Training (RTO 31319)

**Delivery Format:**  
2-Year Format

**Timetable Requirements:**  
1-Timetabled Line

**Units of Competency:**  
Standalone Qualification - 15 Units  
Dual Qualification - Additional 4 Units\*

**Suitable Year Level(s):**  
Year 11 and 12

**Study Mode:**  
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

**Cost (Fee-For-Service):**  
\$365.00 per person (Cert II entry qualification = \$265.00 + Cert III Gap Fee = \$100.00) (+ First Aid \$55.00)

**QCE Outcome:**  
Maximum 8 QCE Credits

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

TERM 1	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>&gt; Introduction to the Sport, Fitness and Recreation Industry</li> <li>&gt; Introduction to Coaching Programs</li> </ul>
	<b>PROGRAMS</b>

- > Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions
- > SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions

TERM 2	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>&gt; Introduction to Community Programs</li> <li>&gt; Introduction to Conditioning Programs</li> </ul>
	<b>PROGRAMS</b>

- > Community SFR Program: Assist with Delivering Community SFR Sessions
- > Conditioning Program: Participate in Conditioning Sessions

TERM 3	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>&gt; Working in the SFR Industry</li> <li>&gt; Providing Quality Service in the SFR Industry</li> </ul>
	<b>PROGRAMS</b>

- > Group Conditioning Program: Plan and Deliver Group Conditioning Sessions
- > One-on-one Conditioning Program: Plan and Deliver a Cardio Program

TERM 4	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>&gt; Anatomy and Physiology - The Musculoskeletal System</li> <li>&gt; First Aid Course: HLTAID011 Provide First Aid</li> </ul>
	<b>PROGRAMS</b>

- > Recreational Group Exercise Program

## QUALIFICATION SCHEDULED FOR FINALISATION

**SIS20122 CERTIFICATE II IN SPORT AND RECREATION**

TERM 5	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>&gt; Anatomy and Physiology</li> <li>&gt; Health and Nutrition Consultations</li> </ul>
	<b>PROGRAMS</b>

- > One-on-One Gym Program: Adolescent Client
- > Conduct Consultations with a Client (Peer)
- > Plan and Conduct Sessions (Scenario Clients)

TERM 6	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>&gt; Screening and Health Assessments</li> <li>&gt; Specific Population Clients</li> <li>&gt; Older Clients</li> </ul>
	<b>PROGRAMS</b>

- > Fitness Orientation Program: Client Orientation
- > Gentle Exercise Program: Participate in Gentle Exercise Sessions
- > Mobility Program: Plan and Instruct Mobility Sessions

TERM 7	<b>TOPICS</b>
	<ul style="list-style-type: none"> <li>&gt; Older Clients</li> <li>&gt; Specific Populations</li> </ul>
	<b>PROGRAMS</b>

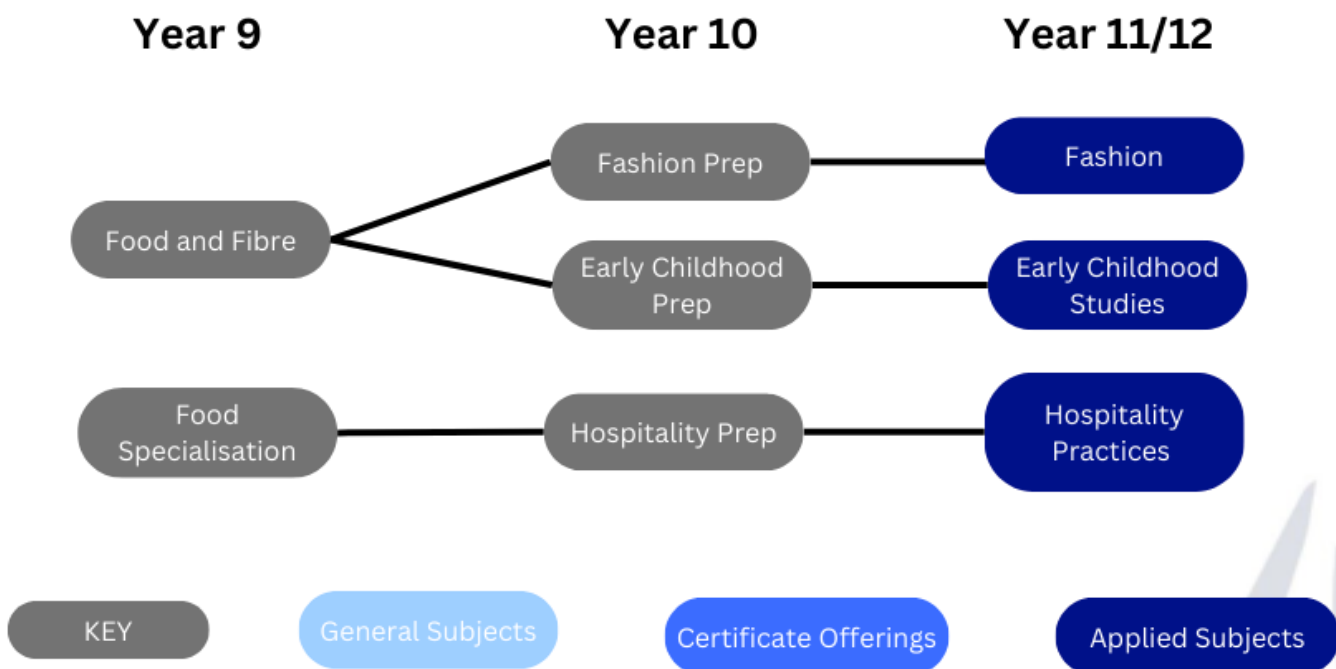
- > Group Exercise and Gym-based One-on-One Sessions:
  - > Female and Male Adults aged 18+; and
  - > Older adults aged 55+

## UNITS OF COMPETENCY

HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXIND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSBPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISSPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMR001	Respond to emergency situations (SISXEMR003)	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISOFLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFAC006	Maintain activity equipment*	* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)	

# Home Economics Faculty

# HOME ECONOMICS SUBJECT MAP





In Early Childhood Studies, students dive into the world of young children, focusing on those aged from birth to five years. This course highlights the importance of play in a child’s development, exploring how play-based learning helps children explore, imagine, investigate, and engage in meaningful experiences to understand their world.

**Assessment Types:**



Is this course for me?	What will help me be successful in this course?
This course fosters critical thinking, creativity, communication, personal and social skills- key 21st-century skills that are essential for roles in the "Carers" job cluster which can lead to jobs in child care, community work or teaching.	Completed Year 9 English

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

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

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

### 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:

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

## Structure

Early Childhood Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Play and creativity
Unit option B	Literacy and numerary
Unit option C	Children's development
Unit option D	Children's wellbeing
Unit option E	Indoor and outdoor environments
Unit option F	The early education and care sector

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Early Childhood Studies are:

Technique	Description	Response requirements
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	Play-based learning activity Implementation of activity: up to 5 minutes Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

### **Subject Specific Advice**

As part of their assessment, students will be required to attend compulsory excursions to the local primary school and/or childcare centre.

Students will be encouraged to complete a work placement in an appropriate children's service during the course of the study, although this is not compulsory.

**Success in EARLY CHILDHOOD STUDIES derives from:**

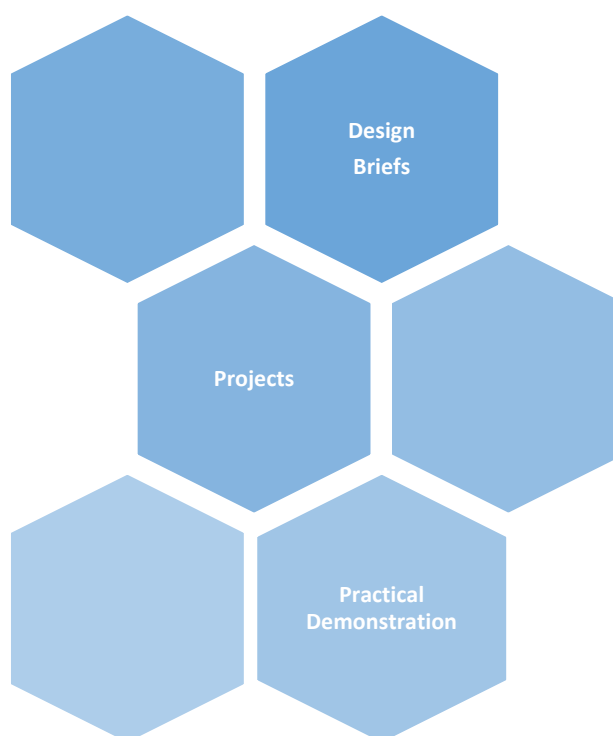
- **Having a real interest in working with or understanding children**
- **Consistent application in class to complete assigned written and practical tasks**
- **Be able to work effectively independently and in groups**





In the Year 10 Fashion Preparation students will explore the design and fashion sector, which includes conception to production to marketing. Students will engage in a range of hands-on activities from drawing, using technology for designing, garment and accessory construction with underlining knowledge to making informed decision about materials. Fashion offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders.

**Assessment Types:**



Is this course for me?	What will help me be successful in this course?
This course fosters critical thinking, creativity- key 21st-century skills that are essential for roles in the "Artisans" job cluster which can lead to jobs in design, production or retail.	Completed Year 9 English



Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

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

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

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.. Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

## Pathways

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

## Objectives

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes

- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

## Structure

Fashion is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Fashion designers
Unit option B	Historical fashion influences
Unit option C	Slow fashion
Unit option D	Collections
Unit option E	Industry trends
Unit option F	Adornment

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Fashion are:

Technique	Description	Response requirements
Project	Students design and produce fashion garment/s, drawings, collections or items.	Fashion product Product: fashion garment/s  Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Practical Demonstration	Students create/design and/or produce an outfit, garments, campaigns or extension lines.	Awareness campaign promoting sustainable fashion practices Product: awareness campaign that uses technology, e.g. a fashion shoot, promotional or instructional video or blog  Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Students will be required to provide/purchase specialised materials for projects and products

Students need to have a laptop suitable to run photoshop and illustrator

Students must complete sewing techniques as part of their projects and products which may involve extra time There is a levy to provide some basic materials and resources to students

### Success in FASHION derives from

- consistent application in class to complete assigned written and practical tasks
- be able to work effectively independently and as part of a team
- Attend regularly and catch up on work missed

# HOSPITALITY PREPARATION

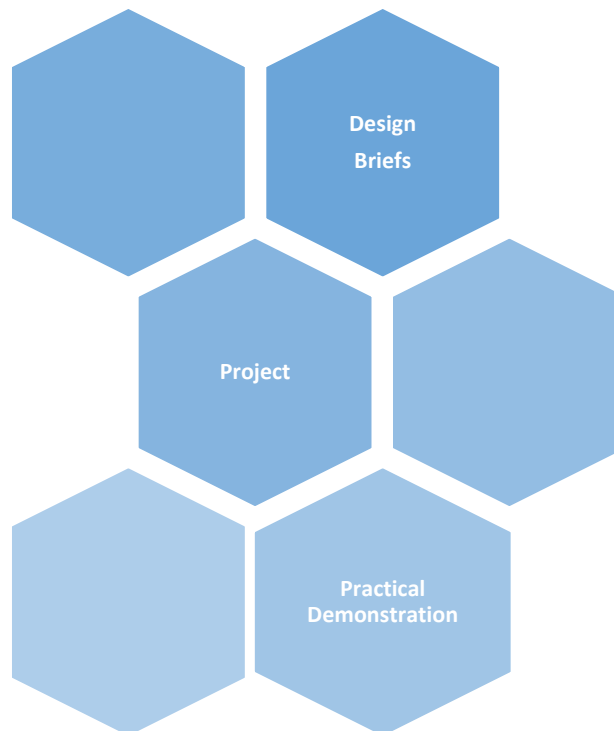
## Year 10 Elective



Year 10  
Applied

In the Year 10 Hospitality Practices Preparation students will explore the food and beverage sector, which includes the food and beverage production and service. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders. Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options.

### Assessment Types:



#### Is this course for me?

This course fosters collaboration, and communication and personal and social skills, key 21st-century skills that are essential for roles in the "Coordinators" job cluster, which includes careers in hospitality, events and tourism.

#### What will help me be successful in this course?

Completed Year 9 English

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts. Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

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

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

## Structure

Hospitality Practices is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Culinary trends
Unit option B	Bar and barista basics
Unit option C	In-house dining
Unit option D	Casual dining
Unit option E	Formal dining
Unit option F	Guest services

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Hospitality Practices are:

Technique	Description	Response requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	Practical demonstration Practical demonstration: menu item Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	Practical demonstration Practical demonstration: delivery of event Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

### **Subject Specific Advice**

- Where possible we make support students with various nutritional requirements but in certain situations students will need to provide ingredients for themselves. The school makes every effort to avoid the possible impact of allergic reactions but parents and students need to be aware that they may need to make alternative arrangements in the provision of utensils or even subject choices.
- Safety – It is a workplace requirement that when students work in the kitchen they wear enclosed sturdy leather shoes with non-slip soles. Hair must be tied back from the face. Students must be aware of and abide by all safety and kitchen hygiene regulations and procedures as instructed by the teacher
- Nail extensions and nail polish is not at industry standard and students will be required to have them removed to participate in practical lessons
- It is desirable that students experience the hospitality industry, therefore industry visits will be arranged. Students will be required to pay transport, dining or tuition charges where they apply.
- Students will be sometimes required to bring ingredients particularly for assessment purposes, but weekly lesson ingredients will be provided. Each student will be required to pay a levy per year.
- Students are required to bring an appropriate container for each of their practical lessons.
- Students are also expected to participate in out-of-class hospitality events (eg. Art @ the Park, Excellence Morning Tea, Awards Night supper etc) and planned excursions.
- Uniform – All students must have; long black tailored trousers with matching belt for males/females or a knee length black tailored skirt for females. White tailored collared shirt, short three-quarter or long sleeve. Shirt must be long enough to cover midriff area with hands stretched above head. There is a levy charge to assist in the cover of costs of ingredients .

### **Success in HOSPITALITY PRACTICES derives from**

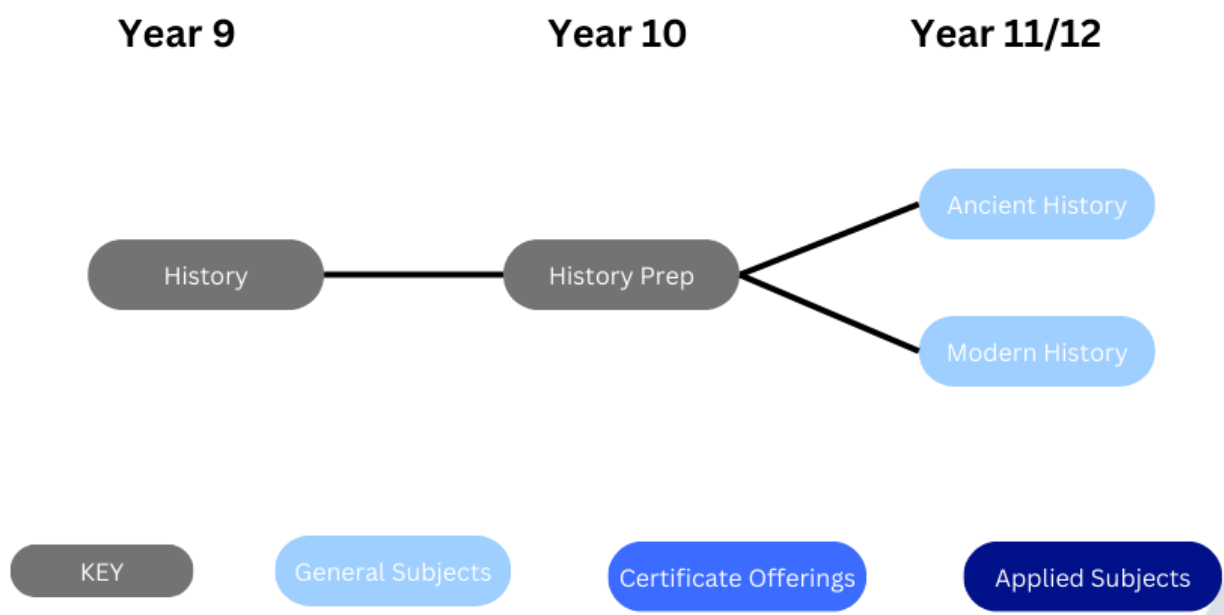
- **Consistent application in class to complete assigned written and practical tasks**
- **Be able to work effectively independently and in groups**
- **An interest in food preparation for others**

# Humanities Faculty





# HUMANITIES SUBJECT MAP



# HISTORY PREPARATION

## Year 10 Elective

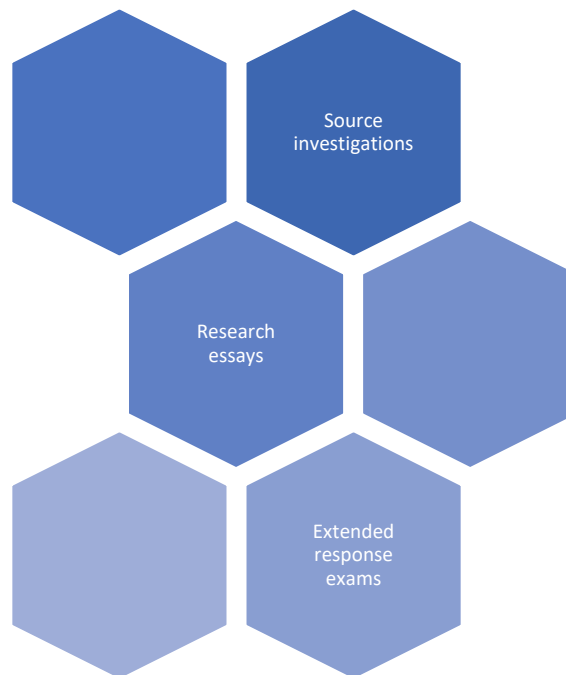


Year  
10

General

In Year 10 History, students embark on an engaging journey through the past, exploring both ancient civilisations and modern events. They delve into the rise and fall of empires, significant historical figures, and the cultural achievements of societies like Rome, Egypt, Greece, and beyond. Students will also investigate key modern events, such as revolutions, wars, and social changes that have shaped the contemporary world. Students will learn to analyse historical sources, construct evidence-based arguments, and communicate their findings effectively through writing and presentations. This subject is ideal for those eager to understand the impact of history on today's world and enjoy exploring the connections between past and present.

### Assessment Types:



Is this course for me?	What will help me be successful in this course?
These experiences prepare students for roles within the "Informers" job cluster, which includes careers in education, history, psychology, law.	C in Year 9 English C in Year 9 History

# ANCIENT HISTORY

## General senior subject

Year  
11/12  
General

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, 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, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the ancient world</b> <ul style="list-style-type: none"><li>• Digging up the past</li><li>• Features of ancient societies — Beliefs, rituals and funerary practices</li></ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"><li>• Akhenaten</li><li>• Xerxes</li></ul>	<b>Reconstructing the ancient world</b> <ul style="list-style-type: none"><li>• Fifth Century Athens (BCE)</li><li>• The Medieval Crusades</li></ul>	<b>People, power and authority</b> <ul style="list-style-type: none"><li>• Ancient Rome — Civil War and the breakdown of the Republic</li><li>• Julius Caesar</li></ul>

## 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:

- devise historical questions and conduct research
- comprehend terms, issues and concepts
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise information from historical sources
- communicate to suit purpose

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See Summative assessments units 3 and 4 below. 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 — extended response	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — short responses	25%

### SUCCESS in ANCIENT HISTORY derives from:

- **Thorough researching skills**
- **A strong ability to work independently**
- **Extensive drafting and revision of wor**

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 since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Ideas in the modern world</b></p> <ul style="list-style-type: none"> <li>• Russian Revolution, 1905–1920s</li> <li>• Iranian Revolution and its aftermath, 1977–1980s</li> </ul>	<p><b>Movements in the modern world</b></p> <ul style="list-style-type: none"> <li>• Empowerment of First Nations Australians since 1938</li> <li>• Women's movement since 1893</li> </ul>	<p><b>National experiences in the modern world</b></p> <ul style="list-style-type: none"> <li>• Israel since 1917</li> <li>• Germany since WWI</li> </ul>	<p><b>International experiences in the modern world</b></p> <ul style="list-style-type: none"> <li>• Australia's engagement with Asia</li> <li>• Cold War and its aftermath (Reasons for the end of the Soviet Union 1980s-1990s)</li> </ul>

## 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:

- devise historical questions and conduct research
- comprehend terms, issues and concepts
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise information from historical sources
- communicate to suit purpose

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See Summative assessments units 3 and 4 below.

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

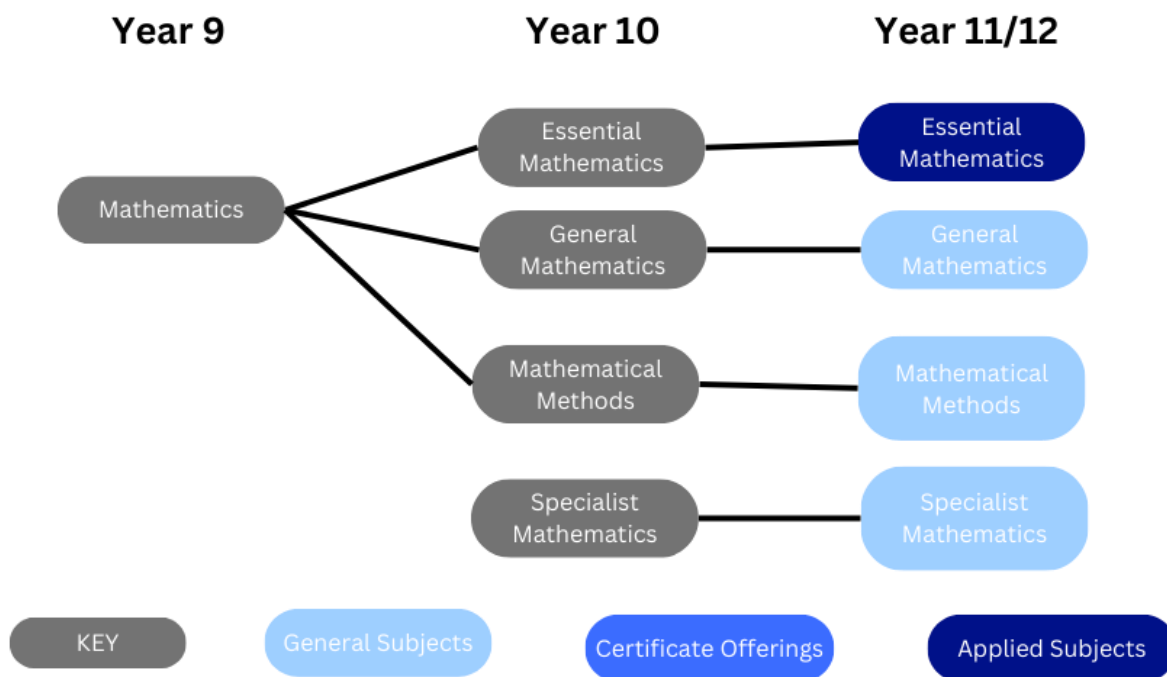
Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — short responses	25%

### SUCCESS in MODERN HISTORY derives from:

- **Thorough researching skills**
- **A strong ability to work independently**
- **Extensive drafting and revision of work**

# Mathematics Faculty

# MATHEMATICS SUBJECT MAP

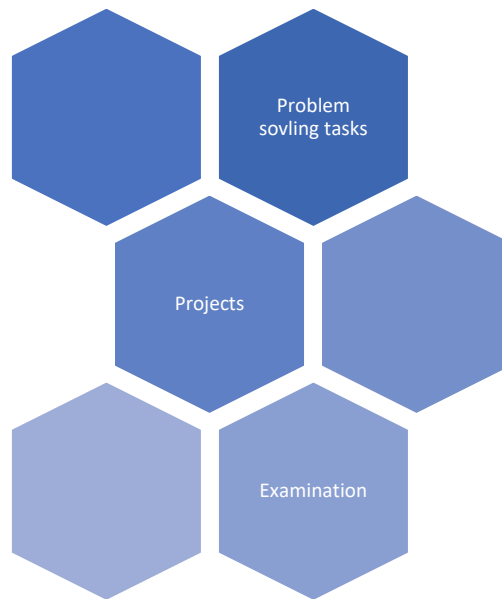






Year 10 General Mathematics is ideal for students who enjoy working with numbers and applying mathematical concepts to solve real-world problems. Topics may include algebra, geometry, statistics, and financial mathematics. Students who are interested in understanding how mathematics is used in everyday life, such as in budgeting or data analysis, will find this subject particularly engaging. The course emphasises developing problem-solving and data interpretation skills, with assessments that apply mathematics to real-world scenarios.

### Assessment Types:



Is this course for me?	What will help me be successful in this course?
<p>This course enhances numeracy, problem-solving, and digital literacy—skills that are crucial in today’s technology-driven world. These competencies align with the "Technologists" job cluster, which includes roles in business, commerce, education, finance, IT, social science and the arts.</p>	<p>C+ in Year 9 English</p>

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

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

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See Summative assessments units 3 and 4 below.

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

### Summative assessments

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

**Subject specific requirements:** Scientific calculator and laptop

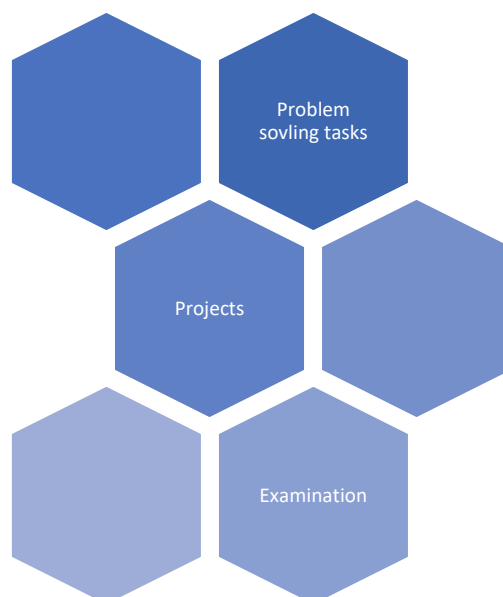
**SUCCESS in GENERAL MATHEMATICS derives from:**

- **Effective time management and a strong ability to work independently**
- **Commitment to extensive practice and rehearsal of procedures at school and at home**
- **Challenging yourself with problem solving – simple through to complex**



Year 10 Mathematical Methods is perfect for students who are passionate about exploring complex mathematical concepts and applying them to real-world situations. Building on algebra, functions, and probability from earlier years, students will tackle more sophisticated topics such as calculus and advanced statistics. These areas are essential for understanding and modelling the physical world and solving complex, abstract problems.

### Assessment Types:



Is this course for me?	What will help me be successful in this course?
<p>This course enhances numeracy, problem-solving, and digital literacy—skills that are crucial in today’s technology-driven world. These competencies align with the "Technologists" job cluster, which includes roles in data analysis, finance, science, education, psychology and engineering.</p>	<p>C+ in Year 9 English</p>

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

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

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See Summative assessments units 3 and 4 below.

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

### Summative assessments

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

### Subject specific requirements

Graphics calculator and laptop

**SUCCESS in MATHEMATICAL METHODS derives from:**

- **Effective time management and a strong ability to work independently**
- **Commitment to extensive practice and rehearsal of procedures at school and at home**
- **Challenging yourself with problem solving – simple through to complex**

# SPECIALIST MATHEMATICS PREPARATION

## Year 10 Elective

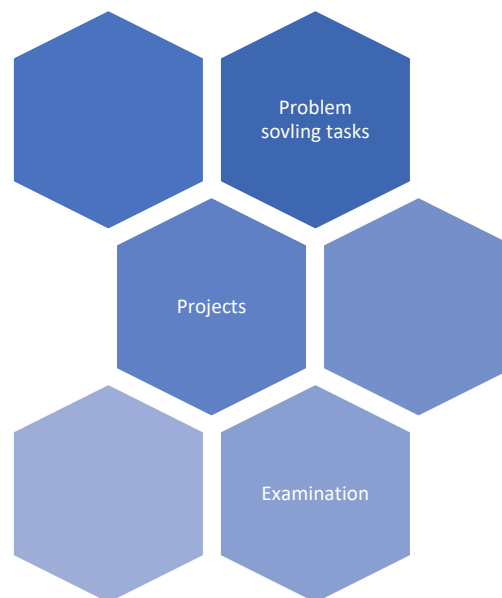


Year  
10

General

In Year 10 Specialist Mathematics preparation, students gain confidence in their mathematical abilities and develop a positive view of themselves as learners. They will appreciate the power of mathematics, discovering its true nature and potential. This subject is designed for those who wish to deepen their understanding of advanced mathematical concepts and appreciate the elegance and impact of mathematics in various contexts.

### Assessment Types:



Is this course for me?	What will help me be successful in this course?
<p>This course enhances numeracy, problem-solving, and digital literacy—skills that are crucial in today’s technology-driven world. These competencies align with the "Technologists" job cluster, which includes roles in science, all branches of mathematics and statistics, computer science, medicine, engineering.</p>	<p>C in Year 9 English</p>

# SPECIALIST MATHEMATICS

## General senior subject

Year  
11/12

General

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

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

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

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

### Pathways

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

### Objectives

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

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

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



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

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See Summative assessments units 3 and 4 below.

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### Summative assessments

Unit 3	Unit 4
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Summative internal assessment 2 (IA2): 15% <ul style="list-style-type: none"> <li>• Examination</li> </ul>	
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination</li> </ul>	

### Subject specific requirements

Graphics calculator and laptop

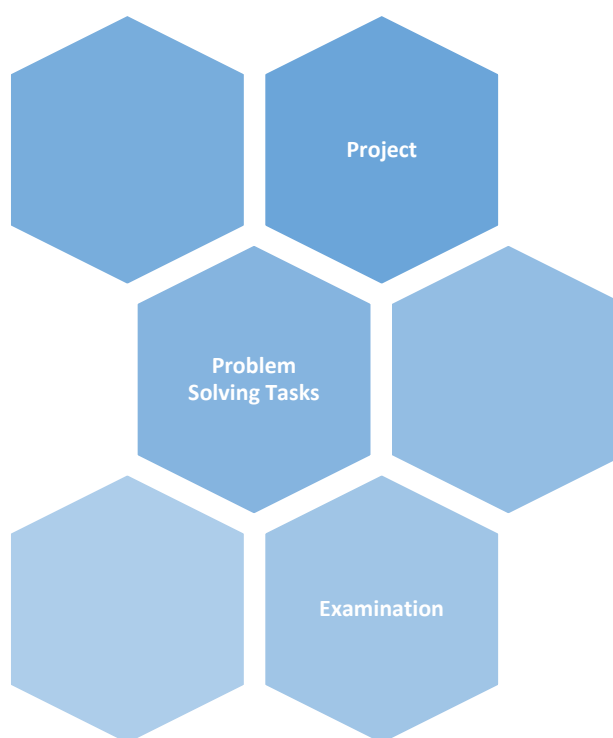
**SUCCESS in SPECIALIST MATHEMATICS derives from:**

- **Effective time management and a strong ability to work independently**
- **Commitment to extensive practice and rehearsal of procedures at school and at home**
- **Challenging yourself with problem solving – simple through to complex**



Year 10 Essential Mathematics focuses on practical skills across key areas such as Number, Data, Location and Time, Measurement, and Finance. This course helps students develop a deep conceptual understanding by connecting mathematical concepts, operations, and relationships in meaningful ways. Students will build on traditional numeracy skills to tackle real-world problems, recognising and applying definitions, rules, and facts from everyday mathematics and data.

### Assessment Types:



Is this course for me?	What will help me be successful in this course?
<p>This course enhances numeracy, problem-solving, and digital literacy—skills that are crucial in today’s technology-driven world. These competencies align with the "Technologists" job cluster, which includes roles in trade, industry, business and community services.</p>	<p>Completed Year 9 English</p>

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

#### STRUCTURE

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

### 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.

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See Summative assessments units 3 and 4 below.

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

### Why Study Essential Mathematics?

Essential Mathematics provides opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals. It develops not only students' confidence and positive attitudes towards mathematics but also their mathematical knowledge and skills and their communication skills.

### Subject specific requirements

Scientific calculator and laptop

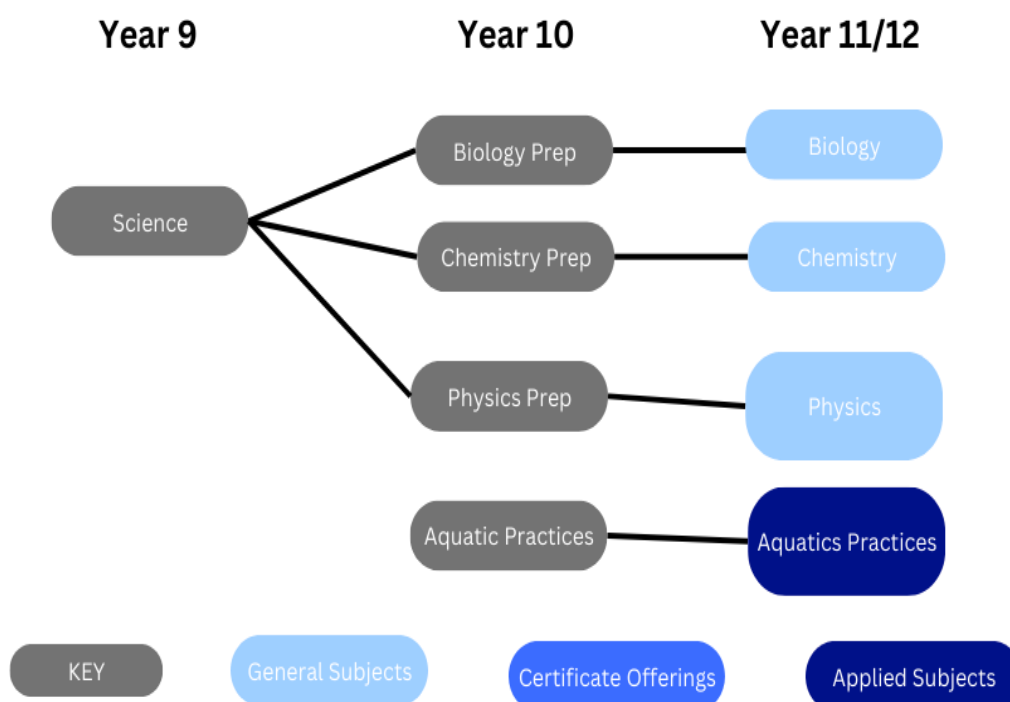
### SUCCESS in ESSENTIAL MATHEMATICS derives from:

- **Effective time management and a strong ability to work independently**
- **Taking responsibility to complete work and to follow up with class teacher when necessary**
- **Commitment to practice and rehearsal of procedures at school and at home**

# Science Faculty



# SCIENCE SUBJECT MAP



# BIOLOGY PREPARATION

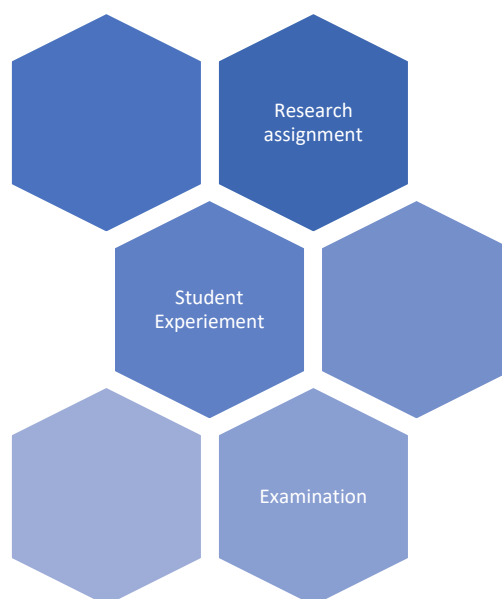
## Year 10 Elective



Year  
10  
General

The Year 10 Biology preparatory course lays the groundwork for students aiming to pursue Biology in Year 11 by exploring the wonders of life on Earth. Topics may include genetics and heredity, ecosystems and biodiversity, human physiology, and the principles of evolution. Students who have a keen interest in the natural world, scientific inquiry, and hands-on experimentation will thrive in this course. The focus on scientific inquiry and experimentation enables students to develop practical skills in conducting experiments, analysing data, and drawing scientific conclusions.

### Assessment Types:



Is this course for me?	What will help me be successful in this course?
Through this course, students enhance their problem-solving abilities, collaboration skills, and digital literacy, aligning with the "Carers" job cluster, which encompasses roles in healthcare and environmental management.	C+ in Year 9 English

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.

## Structure

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

## 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.

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See Summative assessments units 3 and 4 below.

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

**Subject specific requirements-** laptop access and participation in compulsory field work.

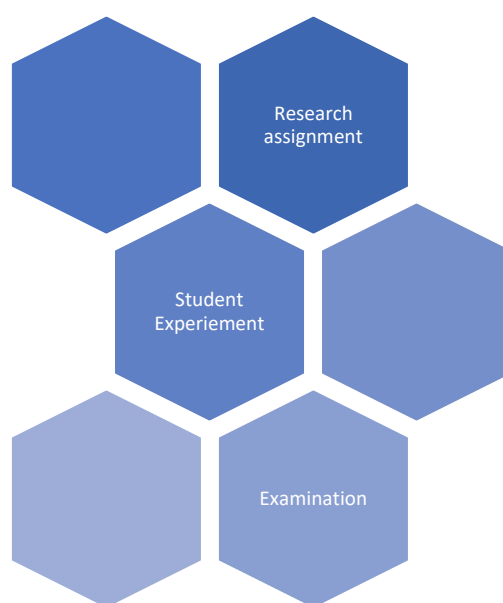
**SUCCESS in BIOLOGY derives from:**

- **Curiosity driven reading from a range of biological publications to expand general knowledge**
- **Effective time management and a strong ability to work independently**
- **Developing the ability to think critically and creatively using evidence to link theory with real world issues**



Year 10 Chemistry offers students a deep dive into the world of atoms and molecules, making it ideal for those who enjoy experimenting and understanding how substances interact. Topics might include chemical reactions, atomic structure, the periodic table, and the principles of thermodynamics. Students who are curious about the material world, enjoy problem-solving, and have an interest in mathematics will find this subject engaging. The course emphasises the development of hands-on laboratory skills, enabling students to safely conduct experiments and analyse their results.

### Assessment Types:



Is this course for me?	What will help me be successful in this course?
The skills developed in this course, such as critical thinking, data analysis, and collaboration, are highly relevant to the "Technologists" job cluster, which includes roles in scientific research, chemical engineering, and pharmaceuticals.	C in Year 9 English C in Year 9 Mathematics

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See Summative assessments units 3 and 4 below.

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	Summative internal assessment 3 (IA3): • Research investigation
Summative internal assessment 2 (IA2): • Student experiment	
Summative external assessment (EA): 50% • Examination	

**Subject specific requirements:** Laptop access and a scientific calculator

**Success in CHEMISTRY derives from:**

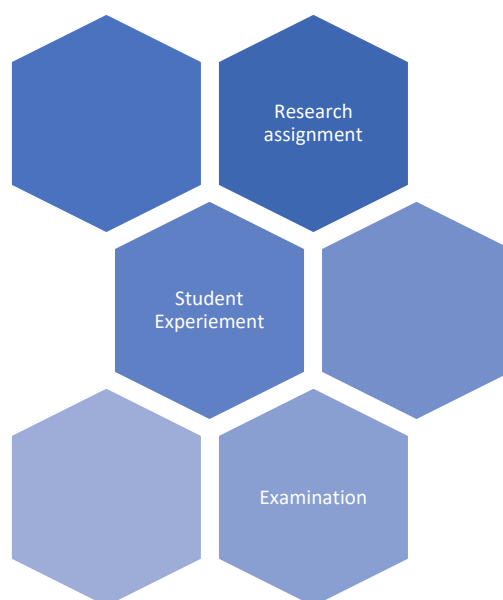
- **A strong ability to work independently**
- **Thorough research, problem solving and critical thinking skills**
- **Organisation and time management**
- **Critical evaluation of evidence and application of knowledge to make informed decisions**



Year 10 Physics invites students to explore the fundamental principles that govern the physical world. This course is perfect for those who enjoy hands-on experiments and understanding how forces, energy, and matter interact. Topics covered may include motion, forces, energy transformations, and waves.

Students who are curious about how things work, enjoy problem-solving, and have a knack for mathematics will find this subject particularly engaging.

### Assessment Types:



Is this course for me?	What will help me be successful in this course?
The skills developed in this course, such as critical thinking, data analysis, and collaboration, are highly relevant to the "Technologists" job cluster, which includes roles in scientific research, engineering, medicine and technology.	C+ in Year 9 English C+ in Year 9 Mathematics

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See Summative assessments units 3 and 4 below.

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

**Subject specific requirements:** laptop access and a scientific calculator.

### SUCCESS in PHYSICS derives from:

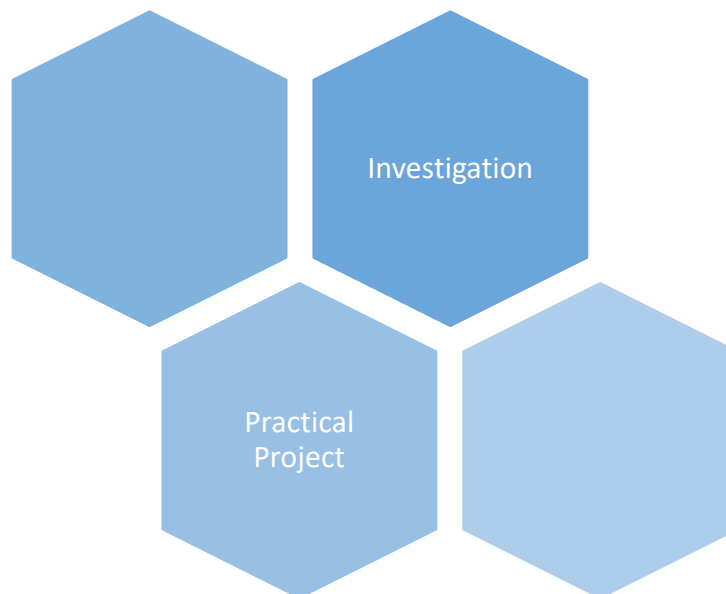
- Keen interest in inquiries of “how things work and why” from a range of personal, social and global perspectives
- Thorough research skills and application of learnt knowledge to draw conclusions with effective time management and strong ability to work independently
- Critical evaluation of evidence and application of knowledge to make informed decisions



Year 10 Aquatic Practices offers students the chance to dive into the world of water-based environments, exploring and mastering concepts and practical skills relevant to aquatic workplaces and beyond. This course encourages creative and critical thinking, with students systematically gathering and analysing information, including primary and secondary data, and leveraging digital technologies for research and presentation.

Students will engage in hands-on experiences that connect theoretical knowledge with real-world applications, developing essential skills for managing and understanding aquatic environments. Whether it's for future careers in aquatic settings or enhancing their understanding of water-related practices, students will build valuable skills that bridge classroom learning with practical application.

**Assessment Types:**



Is this course for me?	What will help me be successful in this course?
This course enhances numeracy, problem-solving, and digital literacy—skills that are crucial in today's technology-driven world. These competencies align with the "Technologists" job cluster, which includes roles in trade, industry, business and community services.	Completed Year 9 English



Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in aquatic workplaces and other settings. Learning in Aquatic Practices involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Aquatic Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic activities.

Projects and investigations are key features of Aquatic Practices. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike aquatic contexts.

By studying Aquatic Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical aquatic situations.

## Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

## Objectives

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

- describe ideas and phenomena

- execute procedures
- analyse information
- interpret information • evaluate conclusions and outcomes
- plan investigations and projects..

## Structure

Aquatic Practices is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Aquatic ecosystems
Unit option B	Coastlines and navigation
Unit option C	Recreational and commercial fishing
Unit option D	Aquariums and aquaculture
Unit option E	Using the aquatic environment
Unit option F	Marine vessels

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Aquatic Practices are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media</li> <li>• Written: up to 1000 words</li> </ul>
Practical project	Students use practical skills to complete a project in response to a scenario.	Completed project One of the following: <ul style="list-style-type: none"> <li>• Product: 1</li> <li>• Performance: up to 4 minutes</li> </ul> Documented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

### Subject Specific Requirements

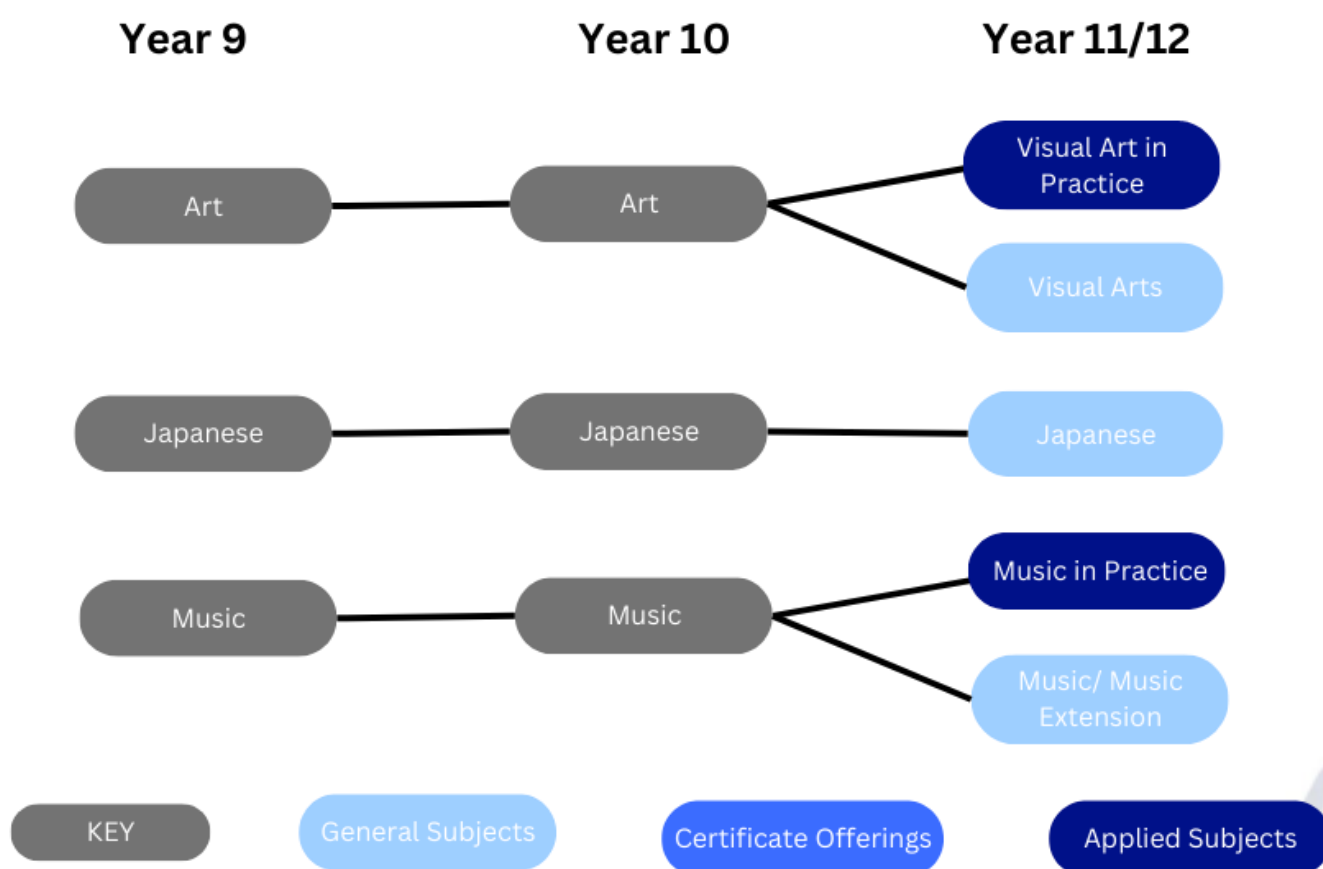
Due to a range of material costs involved in the subject, each student will be required to pay a subject levy.

**SUCCESS in AQUATIC PRACTICES derives from:**

- **Developing skills and displaying knowledge and understanding of concepts and ideas in aquatic contexts**
- **Being able to analyse and apply information and skills in aquatic contexts**
- **Generating plans, evaluating safety and effectiveness and making recommendations for activities in aquatic contexts**

# The Arts Faculty

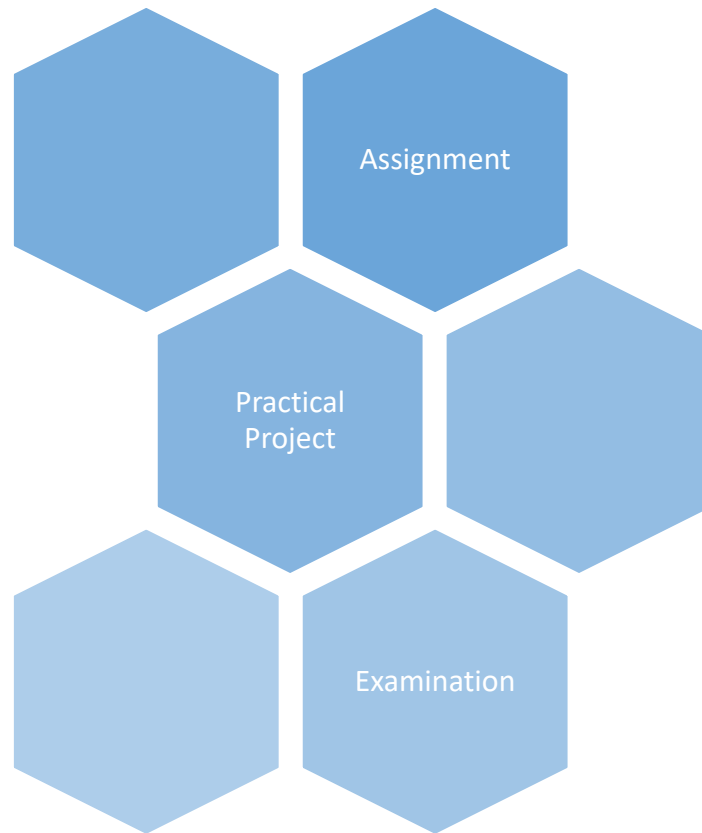
# THE ARTS SUBJECT MAP





Year 10 Visual Arts immerses students in the creative process, encouraging them to respond to real-world stimuli like events, stories, and the work of artists. Students will explore visual language through various media, technologies, and techniques, crafting artworks that reflect both traditional and contemporary practices. Throughout the course, they'll experiment with 2D, 3D, digital, and time-based art forms, either individually or in combination, while also innovating new ways of working. This course fosters creative and critical thinking, helping students make meaningful connections between art-making purposes and contexts as they develop their own artistic voice

**Assessment Types:**



Is this course for me?	What will help me be successful in this course?
This course is ideal for students interested in the “Designer” job cluster. This course blends creativity with industry-relevant skills, exploring 2D, 3D, digital, and time-based art forms. Students will develop critical and creative thinking abilities, preparing them for dynamic careers in design and visual content creation.	Completed Year 9 English

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 influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- Realise responses to communicate meaning

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Art as lens</b> Students look at their material world through the concept of ‘art as lens’, applying different lenses or viewpoints. They experiment with a range of approaches to improve technical skills, foster curiosity and creative thinking, and inspire innovative art practices.</p>	<p><b>Art as code</b> Students explore the concept of ‘art as code’ to learn how visual language is capable of expressing complex ideas. Through the inquiry learning process, students explore how visual language, symbol systems and art conventions can express ideas and feelings in images, objects and experiences.</p>	<p><b>Art as knowledge</b> Students frame an inquiry question then through independent investigation and application of critical thinking skills, students build knowledge about art, artist and audience to generate a personal focus and commence a body of work. Informed by their knowledge of art practices, experiences, history and influences, they embark on a body of work that visually and intellectually engages the audience.</p>	<p><b>Art as alternate</b> Students continue and build on their focus, knowledge and art practice from Unit 3. Students resolve their body of work through the concept ‘art as alternate’ as they imagine, generate and apply new ideas and links. They develop new knowledge of and skills in art materials, techniques, technologies and processes.</p>

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in Year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See Summative assessments units 3 and 4 below.

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

### Summative assessments

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

**Subject Specific Requirements:**

- Visual Diary
- Laptop
- Participation in Gallery Excursions
- Materials Levy

**SUCCESS in VISUAL ART derives from:**

- **Extensive Visual Diary work at home (Research, Development of Ideas, Sketching etc.)**
- **A strong ability to work independently and think critically about Art**
- **A willingness to think divergently and explore multiple ideas**



The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

### 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:

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artwork

## Structure

This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Looking inwards (self)
Unit option B	Looking outwards (others)
Unit option C	Clients
Unit option D	Transform & extend

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are:

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p>Experimental folio</p> <p>Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>OR</p> <p>Prototype artwork</p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static): up to 4 artwork/s</li> <li>• Time-based: up to 3 minutes</li> </ul> <p>OR</p> <p>Design proposal</p> <p>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each)</p> <p>OR</p> <p>Folio of stylistic experiments</p> <p>Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>AND</p> <p>Planning and evaluations</p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	<p>Resolved artwork</p> <p>One of the following:</p> <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static): up to 4 artwork/s</li> <li>• Time-based: up to 3 minutes</li> </ul>

### **Subject Specific Requirements**

Laptop suitable for Photoshop to be installed, A4 diary, Extra printing credit, Materials Levy, Participation in

Gallery Excursions

**SUCCESS in VISUAL ARTS IN PRACTICE derives from:**

- **A willingness to use Visual Diary to research and develop ideas**
- **An interest in the Visual Arts**
- **A ability to solve problems creatively and pay attention to detail**



**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.

**Structure**

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

**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
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music idea

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See Summative assessments units 3 and 4 below.

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): • Performance	20%	Summative internal assessment 3 (IA3): • Project based on one of the following (student selected): - musicology and composition - musicology and performance	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25%			
• Examination – extended response			

## Recommended Prior Learning:

Students wishing to study Music should:

- achieve a minimum C+ in Year 10 English
- achieve a C+ in Year 9 and/or Year 10 music
- already play an instrument and/or sing competently.

## Subject specific requirements

- An ability to read music notation is highly desirable but not essential.
- Laptop required

**SUCCESS in MUSIC derives from:**

- **Critical Reflection**
- **A strong ability to work independently**
- **Creative thinking**

# MUSIC EXTENSION (COMPOSITION)

## General senior subject

Year  
11/12  
General

Through Music Extension (Composition), students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills.

### Objectives:

By the end of the course of study student will:

- Analyse music
- Apply literacy skills
- Evaluate music
- Apply compositional devices
- Manipulate music elements and concepts
- Resolve music ideas

### 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.

### Structure



#### Explore

- Key idea 1: Initiate best practice
- Key idea 2: Consolidate best practice

#### Emerge

- Key idea 3: Independent best practice

## Assessment

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): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition Project
Summative internal assessment 2 (IA2): • Composition 2	20%	
		Summative external assessment (EA): 25% • Examination – extended response

### Subject specific requirements

- An ability to read music notation is highly desirable but not essential.
- Laptop required

### SUCCESS in MUSIC EXTENSION (COMPOSITION) derives from:

- **Thorough researching skills**
- **A strong ability to work independently**
- **Critical Reflection**

Music Extension (Musicology) is an employment in the fields of arts extension of the Music General senior administration, communication, education, syllabus. It provides an opportunity for creative industries, public relations and students with specific abilities in music to science and technology. extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills.

## Objectives

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

- investigate music concepts and ideas
- apply literary skills relevant to their specialisation.
- evaluate music and ideas about music

In the Musicology specialisation (responding), students investigate and analyse music work and ideas. They;

- examine music and ideas about music
- express meaning, emotion or ideas about music
- synthesise analytical information about music and document sources and analyse music references about music to support research.
- investigate music
- synthesise information

## Pathways

A course of study in Music Extension can establish a basis for further education.

## Structure

### Unit 3

#### Explore

- Key idea 1: Initiate best practice
- Key idea 2: Consolidate best practice

### Unit 4

#### Emerge

- Key idea 3: Independent best practice



## Assessment

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): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Musicology project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
	Summative external assessment (EA): 25% • Examination — extended response		

### Subject specific requirements

- An ability to read music notation is highly desirable but not essential.
- Laptop required

### SUCCESS in MUSIC EXTENSION (MUSICOLOGY) derives from:

- **Thorough researching skills**
- **A strong ability to work independently**
- **Critical Reflection**

# MUSIC EXTENSION (PERFORMANCE)

## General senior subject

Year  
11/12  
General

Music Extension (Performance) is an employment in the fields of arts extension of the Music General senior administration, communication, education, syllabus. It provides an opportunity for creative industries, public relations and students with specific abilities in music to science and technology. extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills.

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

- investigate music concepts and ideas
- apply literary skills relevant to their specialisation.
- evaluate music and ideas about music

In the Performance specialisation

- students realise music works, demonstrating
- examine music and ideas about music technical skills and understanding.
- express meaning, emotion or ideas about make decisions about music, interpret music
- elements and concepts, and express music
- ideas to realise their performances.
- apply technical skills
- interpret music elements and concepts
- realise music ideas.

## Pathways

A course of study in Music Extension can establish a basis for further education and

## Structure

### Unit 3

#### Explore

- Key idea 1: Initiate best practice
- Key idea 2: Consolidate best practice

### Unit 4

#### Emerge

- Key idea 3: Independent best practice

## Assessment

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): • Performance 1	Summative internal assessment 3 (IA3): • Performance project
20%	35%
Summative internal assessment 2 (IA2): • Performance 2	
20%	
Summative external assessment (EA): 25% Examination — extended response	

### Subject specific requirements

- An ability to read music notation is highly desirable but not essential.
- Laptop required

### SUCCESS in MUSIC EXTENSION (PERFORMANCE) derives from:

- Thorough researching skills
- A strong ability to work independently
- Critical Reflection

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

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

## 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.

## Assessment

Assessment for Units 1 and 2 (Year 11) is designed to prepare students for success in year 12. It will be similar to that completed in Units 3 and 4 (end Year 11 and Year 12). See Summative assessments units 3 and 4 below.

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%

### Subject Specific Requirements

Notebook and stationery. A laptop is also recommended. Students should look into acquiring an English-Japanese/Japanese – English Dictionary.

**SUCCESS in JAPANESE derives from:**

- **Self-motivation and dedication to continually study of the covered material**
- **A strong ability to work independently and seek clarification where needed**
- **Applying skills beyond the classroom to furthering individual study**

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

### 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:

- use music practices
- plan music works
- communicate ideas
- evaluate music work

## Structure

Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Music in Practice are:

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.	Composition Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	Performance Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	Composition Composition: up to 3 minutes, or equivalent section of a larger work OR Performance Performance (live or recorded): up to 4 minutes AND Planning and evaluation of composition or performance One of the following: <ul style="list-style-type: none"><li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li><li>• Written: up to 600 words</li><li>• Spoken: up to 4 minutes, or signed equivalent</li></ul>