



Southport State High  
INDEPENDENT PUBLIC SCHOOL

# Senior Secondary Subject Selection Guide Year 10, 2021



Innovate | Cultivate | Generate

# Contents

<b>Guide to Choosing Year 10 Subjects</b> _____	<b>1</b>
<b>Senior Education Profile</b> _____	<b>2</b>
Queensland Certificate of Education (QCE) .....	2
Queensland Certificate of Individual Achievement (QCIA) .....	2
<b>Senior subjects</b> _____	<b>3</b>
Underpinning factors .....	3
Vocational Education and Training (VET).....	4
Australian Tertiary Admission Rank (ATAR) eligibility .....	4
<b>QCAA senior syllabuses</b> _____	<b>5</b>
Mathematics .....	6
English.....	15
Humanities.....	49
Technologies .....	41
Health and Physical Education .....	49
Science.....	55
The Arts .....	65
QCIA Subjects .....	81
Vocational Education and Training (VET).....	91

# Guide to Choosing Year 10 Subjects

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of subjects to take in Years 10, 11 and 12. These are important decisions since they may affect the type of occupation or career you can pursue when you leave school. Your subject selections can also directly affect your success at school and how you feel about school.

Semester 1 of Year 10 is a preparation program, where students study 6 subjects they intend to take for the following 3 years to ensure they are suited to these subjects, are successful and enjoy them.

## Careers

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions during Year 10. Talk to our Guidance Officer or check the following sources of information on subjects, courses and careers.

- QTAC Tertiary Prerequisites booklets <http://www.qtac.edu.au/applications/entry-requirements>
- Career Information – <http://education.qld.gov.au/students/careers.html>
- Job Guide – [www.jobguide.education.gov.au](http://www.jobguide.education.gov.au)
- Open Days at various universities
- Choosing a university – <https://www.qilt.edu.au/>

After checking through this information, it is likely that you will come up with a list of subjects needed for courses and careers that interest you. If details are still unclear, check with the Guidance Officer or the HOD of Senior Schooling. Please note, students wishing to do a Trade with the Defence Force should do a semester of Physics.

## School Subjects

English and Maths are compulsory subjects and your results from Semester 1 Year 10 will determine the English or

Maths course you participate in from Semester 2 onwards. You will still have to select another four (4) subjects.

You can find useful information about subjects from:

- Subject selection book on the school website
- Heads of Department and teachers, Careers Expo
- Career planning days
- Experience days (TAFE and University)

## Decide on a combination of subjects that suit YOU

It is important to remember you are an individual, and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- Your friends are/are not taking it
- You like/dislike the teacher

Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have put in your best effort. Similarly, if your career aims require the study of certain subjects, ask yourself whether you have the ability and commitment to work hard enough to achieve good results. Lastly, familiarise yourself with course pre-requisites and minimum expectations for University, TAFE, Defence and work.

# 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).

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

# Senior subjects

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

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

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

## General syllabuses

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

## Applied syllabuses

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

## 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.



# QCAA Senior Syllabuses

## Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

### Applied

- Essential Mathematics

### Short Course

- Numeracy

## Technologies

### General

- Engineering

### Applied

- Building & Construction Skills
- Industrial Graphics Skills
- Industrial Technology Skills
- Information & Communication Technology
- Hospitality Practices
- Engineering Skills
- Certificate II in Engineering

## The Arts

### General

- Dance
- Drama
- Film, Television & New Media
- Music
- Visual Art

### Applied

- Dance in Practice
- Media Arts in Practice
- Visual Arts in Practice

## English

### General

- English
- Literature

### Short Course

- Literacy

## Health and Physical Education

### General

- Health
- Physical Education

### Applied

- Sport & Recreation

## QCIA Subjects

- Communication & Technologies
- Personal & Living Dimensions
- Community and Citizenship & the Environment
- Leisure & Recreation
- Vocational & Transition Activities

## Humanities

### General

- Business
- Geography
- Legal Studies
- Modern History

### Applied

- Business Studies
- Social & Community Studies
- Tourism

## Science

### General

- Biology
- Chemistry
- Physics
- Psychology
- Marine Science (General & Applied Pathway)

## VET

- Diploma of Business
- Certificate IV in Crime and Justice (10283NAT)
- Basketball Excellence
- Certificate II Sport & Recreation (SIS20115)
- Certificate III Fitness (SIS30315)

# General Mathematics

## General senior subject

General

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Probability.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 9 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, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

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

### Pathways

A course of study in General Mathematics can establish a basis for further education

and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

### Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>Patterns and Algebra</li> </ul> <b>Statistics and Probability</b> <ul style="list-style-type: none"> <li>Data representation and interpretation</li> </ul>	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>Linear and Non-linear relationships</li> </ul> <b>Measurement and Geometry</b> <ul style="list-style-type: none"> <li>Using units of Measurement</li> <li>Pythagoras and trigonometry</li> </ul>	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>Money and financial Mathematics</li> <li>Linear and Non-linear relationships.</li> </ul>	<b>Statistics and Probability</b> <ul style="list-style-type: none"> <li>Chance</li> </ul>

## Assessment

### Summative assessments

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>PSMT (20%)</li> <li>Examination (15%)</li> </ul>	<ul style="list-style-type: none"> <li>Examination (15%)</li> </ul>	<ul style="list-style-type: none"> <li>PSMT (20%)</li> <li>Examination (15%)</li> </ul>	<ul style="list-style-type: none"> <li>Examination (15%)</li> </ul>

## Pre-Requisites

Minimum C8 in Mathematics (Semester 1)

# Mathematical Methods

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>Patterns and Algebra</li> </ul> <b>Statistics and Probability</b> <ul style="list-style-type: none"> <li>Data representation and interpretation</li> </ul>	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>Linear and Non-linear relationships</li> </ul> <b>Measurement and Geometry</b> <ul style="list-style-type: none"> <li>Using units of Measurement</li> <li>Pythagoras and trigonometry</li> <li>Geometric Reasoning</li> </ul>	<b>Number and Algebra</b> <ul style="list-style-type: none"> <li>Money and financial Mathematics</li> <li>Linear and Non-linear relationships.</li> </ul>	<b>Statistics and Probability</b> <ul style="list-style-type: none"> <li>Chance</li> <li>Data representation and interpretation</li> </ul> <b>Number and Algebra</b> <ul style="list-style-type: none"> <li>Real Numbers</li> <li>Linear and Non-linear relationships</li> </ul>

## Assessment

### Summative assessments

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>PSMT (20%)</li> <li>Examination (15%)</li> </ul>	<ul style="list-style-type: none"> <li>Examination (15%)</li> </ul>	<ul style="list-style-type: none"> <li>PSMT (20%)</li> <li>Examination (15%)</li> </ul>	<ul style="list-style-type: none"> <li>Examination (15%)</li> </ul>

## Pre-Requisites

Minimum B in ACE Mathematics (Semester 1)

# Specialist Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Specialist Mathematics is to be undertaken in conjunction with, Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Vectors in the plane</b></p> <ul style="list-style-type: none"> <li>Representing vectors in the plane</li> <li>Algebra of vectors in the plane</li> </ul> <p><b>Complex Numbers</b></p> <ul style="list-style-type: none"> <li>Complex arithmetic</li> <li>The Argand (complex) plane</li> </ul>	<p><b>Matrices</b></p> <ul style="list-style-type: none"> <li>Matrix arithmetic</li> </ul> <p><b>Introduction to proof</b></p> <ul style="list-style-type: none"> <li>Nature of proof</li> <li>Rational and irrational numbers</li> <li>Geometric proofs</li> <li>Circle geometry</li> </ul>	<p><b>Trigonometry and functions</b></p> <ul style="list-style-type: none"> <li>Sketching graphs</li> <li>Trigonometric identities</li> <li>Applications of trigonometric functions</li> </ul>	<p><b>Combinatorics</b></p> <ul style="list-style-type: none"> <li>Inclusion-exclusion principle</li> <li>Permutations and combinations</li> <li>Pigeon-hole principle</li> </ul>

## Assessment

### Summative assessments

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Examination (15%)</li> </ul>	<ul style="list-style-type: none"> <li>Examination (15%)</li> <li>PSMT (20%)</li> </ul>	<ul style="list-style-type: none"> <li>Examination (15%)</li> </ul>	<ul style="list-style-type: none"> <li>Examination (15%)</li> <li>PSMT (20%)</li> </ul>

## Pre-Requisites

Minimum B1 in ACE Mathematics (Semester 1)

Must be completed in conjunction with Mathematical Methods

# Essential Mathematics

## Applied senior subject

Applied

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

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

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

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

## Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and

successful participation in society, drawing on the mathematics used by various professional and industry groups.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Statistics and Probability</b> <ul style="list-style-type: none"><li>• Data representation and interpretation</li><li>• Chance</li><li>• Money and financial Mathematics</li></ul>	<b>Measurement and Geometry</b> <ul style="list-style-type: none"><li>• Using Units of Measurement</li><li>• Pythagoras and trigonometry</li><li>• Linear and nonlinear relationships</li></ul>	<b>Number, data and graphs</b> <ul style="list-style-type: none"><li>• Number</li><li>• Sales, plans and models</li></ul>	<b>Money, travel and Data</b> <ul style="list-style-type: none"><li>• Managing Money</li><li>• Time and motion</li></ul>

## Assessment

### Summative assessments

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"><li>• Examination (A-E)</li><li>• PSMT (A-E)</li></ul>	<ul style="list-style-type: none"><li>• Examination (A-E)</li><li>• PSMT (A-E)</li></ul>	<ul style="list-style-type: none"><li>• Examination (A-E)</li><li>• PSMT (A-E)</li></ul>	<ul style="list-style-type: none"><li>• Examination (A-E)</li><li>• PSMT (A-E)</li></ul>

## Pre-Requisites

Minimum C in Mathematics (Semester 1)



Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

## Pathways

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

## Objectives

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

## Structure and assessment

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> <li>• an extended response — oral mathematical presentation (Internal assessment 1A)</li> <li>• a student learning journal (Internal assessment 1B).</li> </ul>	<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> <li>• an examination — short response (Internal assessment 2A)</li> <li>• a student learning journal (Internal assessment 2B).</li> </ul>

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Perspectives and texts</b></p> <ul style="list-style-type: none"> <li>Analysing a range of political speeches, evaluating how the speakers have delivered a clear call to action to their audience about a social issue.</li> <li>Creating and presenting a multimodal persuasive spoken response to an audience of your peers at the Gold Coast Youth Forum about a social issue that affects young people on the Gold Coast.</li> </ul>	<p><b>Texts and culture</b></p> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to Australian literary text <i>Jasper Jones</i></li> <li>Creating analytical essay in response to seen exam questions with one week's prior notice.</li> </ul>	<p><b>Textual connections</b></p> <ul style="list-style-type: none"> <li>Examining and creating perspectives on values, attitudes and ideas in Shakespearean Tragedy <i>Othello</i>.</li> <li>Examining different perspectives of the same issue in texts and shaping own perspectives on ideas like jealousy, power, revenge, ambition and class represented in <i>Othello</i>.</li> <li>Creating imaginative text using a chosen character's cultural assumptions, attitudes, values and beliefs to create a perspective on a chosen idea from the text.</li> </ul>	<p><b>Close study of literary texts</b></p> <ul style="list-style-type: none"> <li>Analysing and creating perspectives on masculinity in texts</li> <li>Responding to James Bond film <i>Skyfall</i> and other texts relating to toxic masculinity and James Bond franchise.</li> <li>Creating a literary article in response to: <i>To what extent does James Bond represent an acceptable version of masculinity in the 21st Century?</i></li> </ul>

## Assessment

All students in year 10 English will complete Units 1 and 2 which are aligned with ACARA Content Descriptors. These assessments have been designed to suit our local context.

In Units 3 and 4, students on a General English pathway complete two summative assessments. Students receive an overall subject result (A–E) at the end of each semester.

In Units 3 and 4, students on an Essential English pathway complete two summative assessments. Students receive an overall subject result (A–E) at the end of each semester.

### Summative assessments – General English pathway

Semester 1		Semester 2	
Summative internal assessment 1: • Extended response — persuasive spoken response	25%	Summative internal assessment 3: • Extended response – imaginative written response	25%
Summative internal assessment 2: • Examination – analytical written response	25%	Summative unseen assessment 4: • Examination — analytical written response	25%

### Summative assessments – Essential English pathway

Semester 1		Semester 2	
Summative internal assessment 1: • Examination — analytical written response	25%	Summative internal assessment 3: • Extended response – Multimodal response	25%
Summative internal assessment 2: • Extended response — imaginative spoken/multimodal response	25%	Summative internal assessment 4: Common internal assessment (CIA) — short response examination	25%

## Pre-Requisites

Minimum C in English (Semester 1)

# Literature

## General senior subject

General

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Introduction to literary studies</b></p> <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 texts analysing the extent to which a chosen short story has literary merit.</li> </ul>	<p><b>Texts and culture</b></p> <ul style="list-style-type: none"> <li>• Ways literary texts connect with each other — genre, concepts and contexts</li> </ul> <p>Ways literary texts connect with each other — style and structure</p> <p>Creating an imaginative digital reinterpretation of the vampire legend.</p>	<p><b>Literature and identity</b></p> <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> </ul> <p>Power of language to represent ideas, events and people</p> <p>Creating imaginative texts exploring crime fiction genre conventions.</p>	<p><b>Independent explorations</b></p> <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> </ul> <p>Close examination of style, structure and subject matter</p> <p>Creating analytical texts analysing the representations of characters' values, attitudes and beliefs in Shakespeare's <i>Romeo and Juliet</i></p>

## Assessment

Southport State High have devised our own assessments in Units 1, 2, 3 and 4 to suit our local context.

In Units 1 to 4 students complete four summative assessments.

### Summative assessments – General English pathway

Semester 1		Semester 2	
Summative internal assessment 1 (IA1): • Examination — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response	25%	Summative unseen assessment (EA): • Examination — analytical written response	25%

## Pre-Requisites

Minimum B in English (Semester 1)

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

## Pathways

A course of study in Literacy may establish a basis for further education and employment

in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

## Objectives

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

## Structure and assessment

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> <li>• an extended response — written (Internal assessment 1A)</li> <li>• a student learning journal (Internal assessment 1B).</li> </ul>	<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> <li>• an extended response — short response (Internal assessment 2A)</li> <li>• a reading comprehension task (Internal assessment 2B).</li> </ul>



# Business

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Consumerism and Economic Performance</b> <ul style="list-style-type: none"> <li>• Consumerism and the influence of business</li> <li>• Making major purchases</li> <li>• Understanding Australia's economy</li> <li>• Ethical considerations in business and economics</li> </ul>	<b>Fundamentals of Business</b> <ul style="list-style-type: none"> <li>• Business basics</li> <li>• Business environments</li> <li>• Ownership structures and organisational design</li> <li>• Organisational culture and work environments</li> <li>• Functions of Business</li> </ul>	<b>Establishment of a Business and Entrepreneurship</b> <ul style="list-style-type: none"> <li>• Innovation and entrepreneurship</li> <li>• The business start-up phase</li> <li>• Market analysis and competitive advantage</li> <li>• Financing, marketing and operating business ventures</li> <li>• Creating your own business venture</li> </ul>	<b>Improving Business Productivity and Business Growth</b> <ul style="list-style-type: none"> <li>• Strategic planning</li> <li>• Managing operations and improving productivity</li> <li>• Communication and work teams</li> <li>• Responding to market opportunities and economic activity</li> </ul>

## Assessment

All students in year 10 Business will complete four units which are aligned with ACARA Content Descriptors. The assessments have been designed to suit our local context.

### Summative assessments

Semester 1		Semester 2	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Investigation – Multimodal (report and presentation)</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended Response – Business Report</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Examination – Combination Response</li> </ul>	25%	Summative unseen assessment (IA4): <ul style="list-style-type: none"> <li>• Investigation – Research Report</li> </ul>	25%

## Pre-Requisites

Minimum B in English (Semester 1)

Minimum B in Year 9 Business

There are two units of study in the Year 10 curriculum for Geography: 'Geographies of Human Wellbeing' and 'Environmental Change and Management'.

'Geographies of Human Wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

'Environmental Change and Management' focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems

thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

### Pathways

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

### Objectives

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

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

### Structure

Semester 1	Semester 2
<b>Geographies of Human Wellbeing</b> <ul style="list-style-type: none"> <li>• Development and Wellbeing</li> <li>• Feeding the World's People</li> </ul>	<b>Environmental Change and Management</b> <ul style="list-style-type: none"> <li>• Marine Debris</li> <li>• Geography of Tourism</li> </ul>

## Assessment

All students in year 10 Geography will complete four units which are aligned with ACARA Content Descriptors. The assessments have been designed to suit our local context.

### Summative assessments

Semester 1		Semester 2	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — data report</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — field report</li></ul>	25%	Summative unseen assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

## Pre-Requisites

Minimum B in English (Semester 1)

Minimum B in Year 9 Humanities

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Introduction to the law</b> <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• Law making processes</li> <li>• Democratic principles</li> </ul>	<b>Human rights in a legal context</b> <ul style="list-style-type: none"> <li>• Human Rights</li> <li>• The effectiveness of International law</li> <li>• Human Rights in Australian contexts</li> </ul>	<b>Juries and Justice</b> <ul style="list-style-type: none"> <li>• Criminal trial process</li> <li>• Juror roles and responsibilities</li> <li>• The effectiveness of juries in achieving justice</li> </ul>	<b>Law Reform in a changing society</b> <ul style="list-style-type: none"> <li>• Law reform principles and process</li> <li>• Aligning laws with societal norms and values</li> <li>• Current issues in Australian law reform</li> </ul>

## Assessment

All students in year 10 Legal Studies will complete four units which are aligned with ACARA Content Descriptors. The assessments have been designed to suit our local context.

### Summative assessments

Unit 1	Unit 2	Unit 3	Unit 4
<b>Technique:</b> Examination – combination response <b>Time:</b> 2 hours plus 15 minutes planning time <b>Length:</b> Short-response items: 25-150 words per item Extended-response: 300-350 words per item	<b>Technique:</b> Investigation – argumentative essay <b>Time:</b> 4 weeks <b>Length:</b> 1500 – 2000	<b>Technique:</b> Investigation – inquiry report <b>Time:</b> 4 weeks <b>Length:</b> 1500 – 2000	<b>Technique:</b> Examination – combination response <b>Time:</b> 2 hours plus 15 minutes planning time <b>Length:</b> Short-response items: 25-150 words per item Extended-response: 300-350 words per item
25%	25%	25%	25%

## Pre-Requisites

Minimum B in English (Semester 1)

Minimum B in Year 9 Legal Studies

# Modern History

## General senior subject

General

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

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

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

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

### Pathways

A course of study in Modern History can establish a basis for further education and

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>World War 2 (1939-1945)</b></p> <ul style="list-style-type: none"> <li>◦ Overview of the causes and course of World War II (ACDSEH024)</li> <li>◦ Examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107)</li> <li>◦ Experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall</li> </ul>	<p><b>Migration experiences (1945–present)</b></p> <ul style="list-style-type: none"> <li>◦ The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144)</li> <li>◦ The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' (ACDSEH145)</li> <li>◦ The impact of at least ONE world event or</li> </ul>	<p><b>Rights and freedoms (1945–the present)</b></p> <p>The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (ACDSEH023)</p> <ul style="list-style-type: none"> <li>◦ Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the</li> </ul>	<p><b>Popular culture (1945–present)</b></p> <ul style="list-style-type: none"> <li>◦ The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027)</li> <li>◦ Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll (ACDSEH121)</li> <li>◦ Changing nature of the music, film and television industry in Australia during the post-war period, including the influence of</li> </ul>

employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

### Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.



Unit 1	Unit 2	Unit 3	Unit 4
<p>of Singapore) (ACDSEH108)</p> <p>◦ The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)</p> <p>◦ The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110)</p>	<p>development and its significance for Australia, such as the Vietnam War and Indochinese refugees (ACDSEH146)</p> <p>◦ The contribution of migration to Australia's changing identity as a nation and to its international relationships (ACDSEH147)</p>	<p>Stolen Generations (ACDSEH104)</p> <p>The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106)</p> <p>◦ Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH134)</p> <p>◦ The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143)</p>	<p>overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) (ACDSEH122)</p> <p>◦ Australia's contribution to international popular culture (music, film, television, sport) (ACDSEH123)</p> <p>◦ Continuity and change in beliefs and values that have influenced the Australian way of life (ACDSEH149)</p>

## Assessment

All students in year 10 Modern History will complete four units which are aligned with ACARA Content Descriptors. The assessments have been designed to suit our local context.

### Summative assessments

Semester 1		Semester 2	
<ul style="list-style-type: none"> <li>Examination — short response to historical sources</li> </ul>	25%	<ul style="list-style-type: none"> <li>Exam — historical essay based on research</li> </ul>	25%
<ul style="list-style-type: none"> <li>Investigation: Independent research task and essay</li> </ul>	25%	<ul style="list-style-type: none"> <li>Examination — short responses to historical sources</li> </ul>	25%

## Pre-Requisites

Minimum B in English (Semester 1)

Minimum B in Year 9 Humanities

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

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

### Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

### Structure

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

### Objectives

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

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Business Environments</b> <ul style="list-style-type: none"> <li>• Business sectors</li> <li>• Strategic Planning</li> <li>• Work environments</li> </ul>	<b>Entrepreneurship</b> <ul style="list-style-type: none"> <li>• Innovation and Entrepreneurship</li> <li>• Business Start Up</li> <li>• Market Analysis and competitive analysis</li> <li>• Marketing and Promotions</li> </ul>	<b>Human Resource</b> <ul style="list-style-type: none"> <li>• Managing People</li> <li>• Management practice</li> <li>• Managing Human Resources</li> <li>• Intrapersonal and Interpersonal skills</li> </ul>	<b>Event Management</b> <ul style="list-style-type: none"> <li>• Event Fundamentals</li> <li>• Event Organisation</li> <li>• Event Logistics</li> </ul>

## Assessment

For Business Studies, assessment covers a variety of types that will be used in Year 11 and 12 and consists of four instruments from at least three different assessment techniques, including:

- at least one project
- no more than two assessment instruments from any one technique.

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

## Pre-Requisites

Minimum C in Year 9 Business

# Social & Community Studies

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

Unit 1	Unit 2	Unit 3	Unit 4
<b>Today's Society</b> <ul style="list-style-type: none"> <li>• Social and environmental issues</li> <li>• Political parties</li> <li>• Changing law in Australia</li> </ul>	<b>Money Management</b> <ul style="list-style-type: none"> <li>• Loans and interest</li> <li>• Analysing costs</li> <li>• Learning value for money</li> </ul>	<b>Health: Food and Nutrition</b> <ul style="list-style-type: none"> <li>• Health and wellbeing</li> <li>• Nutrition, dieting and healthy eating</li> <li>• Food in society</li> </ul>	<b>Arts in the Community</b> <ul style="list-style-type: none"> <li>• Building relationships through art</li> <li>• The role of public art</li> <li>• Inclusion through art</li> </ul>
<b>Investigation</b> Written Response 300 – 500 Words	<b>Project</b> Written Component 400 – 700 Words Multimodal Component 2 – 4 minutes	<b>Examination</b> Short Answer Response 60 – 90 minutes 50 – 150 words per item	<b>Project</b> Spoken Component 1 ½ – 3 ½ Product Component Diorama/Model

# Tourism

## Applied senior subject

Applied

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

## Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

## Structure

The Tourism course is designed around interrelated core topics and electives.

Core topics	Elective topics
<ul style="list-style-type: none"><li>• Tourism as an industry</li><li>• The travel experience</li><li>• Sustainable tourism</li></ul>	<ul style="list-style-type: none"><li>• Technology and tourism</li><li>• Forms of tourism</li><li>• Tourist destinations and attractions</li><li>• Tourism marketing</li><li>• Types of tourism</li><li>• Tourism client groups</li></ul>

## Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

## Assessment

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

# Engineering

## General senior subject

General

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

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

### Pathways

A course of study in Engineering year 10 directly leads to the senior subject Engineering in year 11 and 12. This is the 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. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture,

project management, aviation, surveying and spatial sciences.

### 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 and society</b> <i>Simple Machines</i> <ul style="list-style-type: none"> <li>• Engineering history</li> <li>• The problem-solving process in Engineering</li> <li>• Engineering communication</li> <li>• Introduction to engineering mechanics</li> </ul>	<b>Emerging technologies</b> <i>Robotics and Automation</i> <ul style="list-style-type: none"> <li>• Emerging needs</li> <li>• Emerging processes and machinery</li> <li>• Emerging materials</li> <li>• Exploring autonomy</li> </ul>	<b>Statics of structures and environmental considerations</b> <i>Structural analysis</i> <ul style="list-style-type: none"> <li>• Application of the problem-solving process in Engineering</li> <li>• Civil structures and the environment</li> <li>• Civil structures, materials and forces</li> </ul>	<b>Machines and mechanisms</b> <i>Siege Engines</i> <ul style="list-style-type: none"> <li>• Machines in society</li> <li>• Materials</li> <li>• Machine control</li> </ul>

## Assessment

Semester 1		Semester 2	
Assessment 1 <ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	25%	Assessment 3: <ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	25%
Assessment 2: <ul style="list-style-type: none"> <li>• Examination</li> </ul>	25%	Assessment 4: <ul style="list-style-type: none"> <li>• Project</li> <li>• Examination</li> </ul>	10% 15%

\*scope and sequence subject to change.

## Pre-Requisites

Minimum B in Mathematics (Semester 1)

Minimum B in Year 9 Engineering

# Building & Construction Skills

## Applied senior subject

Applied

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students will also complete a Certificate I in construction and gain their construction industry white card. They will learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

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

## Pathways

A course of study in Building and Construction year 10 directly leads to the senior subject Building and Construction in year 11 and 12. This course has a Certificate I in Construction embedded.

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction

fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

## Objectives

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

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

## Structure

The Building & Construction Skills course is designed around the following topics.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Health &amp; safety and construction processes</b> <ul style="list-style-type: none"> <li>• Understanding workplace health and laws and obligations</li> <li>• Introduction to Construction Processes</li> </ul>	<b>Industry Practices &amp; Concreting</b> <ul style="list-style-type: none"> <li>• Concreting Practices</li> <li>• Form work</li> <li>• Moulding</li> </ul>	<b>Carpentry</b> <ul style="list-style-type: none"> <li>• Reading a plan</li> <li>• Communicating Graphically</li> <li>• Constructing to specification</li> <li>• Carpentry Structures</li> </ul>	<b>Tool Box</b> <ul style="list-style-type: none"> <li>• Reading Plans</li> <li>• Communicating Graphically</li> <li>• Constructing to specification</li> </ul>

## Assessment

Building and Construction Skills students complete two assessment styles;

- Projects- a practical component with a written response
- Practical Demonstration- a time constrained practical task.

Semester 1		Semester 2	
<b>Assessment 1</b> <ul style="list-style-type: none"> <li>• Project — Multimodal</li> </ul>	25%	<b>Assessment 3:</b> <ul style="list-style-type: none"> <li>• Project — Multimodal</li> </ul>	25%
<b>Assessment 2:</b> <ul style="list-style-type: none"> <li>• Practical Demonstration</li> <li>• Project</li> </ul>	10% 15%	<b>Assessment 4:</b> <ul style="list-style-type: none"> <li>• Project— Multimodal</li> <li>• Practical Demonstration</li> </ul>	10% 15%

\*scope and sequence subject to change.

# Hospitality Practices

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Structure

The Hospitality Practices course is designed around core topics.

Core topics	
<ul style="list-style-type: none"><li>• Cafe operations</li><li>• Catering for dietary needs</li><li>• Take-away foods</li></ul>	<ul style="list-style-type: none"><li>• Cook / sell projects</li><li>• Coffee making - Barista skills</li><li>• Weekly practical cookery</li></ul>

## Objectives

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

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

## Assessment

Hospitality is broken into 4 terms:

- at least two projects
- at least one unseen practical task or an extended response.

Project	Unseen Practical Task	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product and performance component and one other component from the following: <ul style="list-style-type: none"> <li>• written: 500 words</li> <li>• product and performance: continuous class time</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• product and performance</li> <li>• written: 300 words</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 250 words based on practical cookery</li> </ul>	<ul style="list-style-type: none"> <li>• 65 minutes</li> <li>• 50–250 words per item</li> </ul>

### Additional Costs:

A fee of \$160 applies to this course to cover ingredients and other course supplies.

# Industrial Graphics Skills

## Applied senior subject

Applied

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

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

### Pathways

A course of study in Industrial Skills year 10 directly leads to the senior subject Industrial Skills in year 11 and 12.

This can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter,

electrical drafter, structural drafter, civil drafter and survey drafter.

### Objectives

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations.

## Structure

The Industrial Graphics Skills course is designed around the following topics.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Industry Practices</b> <ul style="list-style-type: none"> <li>Drafting Standards AS1100</li> <li>Manufacturing Drawings</li> </ul>	<b>Engineering Drafting</b> <ul style="list-style-type: none"> <li>Reading a plan</li> <li>Communicating Graphically</li> <li>Constructing to specification</li> </ul>	<b>Architectural Drafting</b> <ul style="list-style-type: none"> <li>Reading a plan</li> <li>Communicating Graphically</li> <li>Constructing to specification</li> </ul>	<b>Furnishing Drafting</b> <ul style="list-style-type: none"> <li>Reading a plan</li> <li>Communicating Graphically</li> <li>Constructing to specification</li> </ul>

## Assessment

Industrial Graphics Skills students complete two assessment styles;

- Projects - a practical component with a written response
- Practical Demonstration - a time constrained practical task.

Semester 1		Semester 2	
Assessment 1 <ul style="list-style-type: none"> <li>Project — Multimodal</li> </ul>	25%	Assessment 3: <ul style="list-style-type: none"> <li>Project — Multimodal</li> </ul>	25%
Assessment 2: <ul style="list-style-type: none"> <li>Practical Demonstration</li> <li>Project</li> </ul>	10% 15%	Assessment 4: <ul style="list-style-type: none"> <li>Project— Multimodal</li> <li>Practical Demonstration</li> </ul>	10% 15%

\*scope and sequence subject to change.

# Industrial Technology Skills

## Applied senior subject

Applied

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

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

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

## Pathways

A course of study in 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 aeroskills,

automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

## Objectives

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

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



## Structure

The Industrial Technology Skills course is designed around the following topics.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Furnishings and Graphics</b> <ul style="list-style-type: none"> <li>• Drafting Standards</li> <li>• Workshop Safety Standards</li> <li>• Constructing to a plan</li> </ul>	<b>Plastics Manufacturing</b> <ul style="list-style-type: none"> <li>• Reading a plan</li> <li>• Interacting with Laser Technology</li> <li>• 3D printing</li> </ul>	<b>Furnishings Skills</b> <ul style="list-style-type: none"> <li>• Reading a plan</li> <li>• Constructing to specification</li> </ul>	<b>Engineering Skills</b> <ul style="list-style-type: none"> <li>• Reading a plan</li> <li>• Communicating Graphically</li> <li>• Constructing to specification</li> </ul>

## Assessment

Industrial Technology Skills students complete two assessment styles;

- Projects- a practical component with a written response
- Practical Demonstration- a time constrained practical task.

Semester 1		Semester 2	
<b>Assessment 1</b> <ul style="list-style-type: none"> <li>• Project — Multimodal</li> </ul>	25%	<b>Assessment 3:</b> <ul style="list-style-type: none"> <li>• Project — Multimodal</li> </ul>	25%
<b>Assessment 2:</b> <ul style="list-style-type: none"> <li>• Practical Demonstration</li> <li>• Project</li> </ul>	10% 15%	<b>Assessment 4:</b> <ul style="list-style-type: none"> <li>• Project— Multimodal</li> <li>• Practical Demonstration</li> </ul>	10% 15%

\*scope and sequence subject to change.

# Information & Communication Technology

## Applied senior subject

Applied

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

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

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

### Pathways

A course of study in ICT Year 10 directly leads to the senior subject ICT in Year 11 and 12.

This can establish a basis for further education and employment in many fields,

especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

### Objectives

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

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

## Structure

The ICT course is designed around the following topics.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Graphic Design</b> <ul style="list-style-type: none"> <li>• Software</li> <li>• Adobe Design Tools</li> </ul>	<b>Web Design</b> <ul style="list-style-type: none"> <li>• Web languages</li> <li>• Optimisation</li> <li>• Design Process</li> </ul>	<b>App Design</b> <ul style="list-style-type: none"> <li>• Designing for Need</li> <li>• AI/VR</li> <li>• iOS Vs Android</li> </ul>	<b>Gaming</b> <ul style="list-style-type: none"> <li>• Design</li> <li>• Gaming Theory</li> <li>• Genre Type</li> <li>• Tutorial Documentation</li> </ul>

## Assessment

Semester 1		Semester 2	
Assessment 1 <ul style="list-style-type: none"> <li>• Project</li> </ul>	20%	Assessment 3: <ul style="list-style-type: none"> <li>• Project</li> </ul>	30%
Assessment 2: <ul style="list-style-type: none"> <li>• Extended Response</li> </ul>	25%	Assessment 4: <ul style="list-style-type: none"> <li>• Extended Response</li> </ul>	25%

\*scope and sequence subject to change.

# Engineering Skills

## Leads to Cert II Engineering Pathways in Year 11 and 12

Students who select this course should have a genuine interest in the engineering industry and an eagerness to complete practical fabrication and machining tasks.

This qualification is designed to provide students with an introduction to a career in the broader engineering industry.

Study in Engineering Skills prepares students for work or further study in a wide range of Vocational and Engineering related industries. Students will develop knowledge and skills in a range of practical areas and learn how to be a reliable and productive member of a team. Emphasis is placed on Workplace Health & Safety and introduction to trade related tasks and product manufacture

### Pathways

This qualification provides a pathways for students to develop the skills require to make informed decisions about the Engineering Industry. This may lead to an apprenticeship in the engineering trades or be the foundation for a professional engineering role in the engineering industry.

This qualification is provided through an external provider delivered by qualified staff at the college.

### Objectives

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

- Demonstrate the correct use of industry standard machines and equipment.
- Work effectively with others as part of team
- Demonstrate correct electric welding processes
- Follow and implement correct workshop OHS safe working principals
- Complete oxyacetylene process
- Plan for and develop equipment operating procedures
- Produce high quality products to specified tolerances
- Operate effectively in a workshop environment
- Confidently operate various common engineering hand and power tools in a commercial setting.

## Structure

The Engineering skills course is designed around the following topics.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Engineering Industry</b> <ul style="list-style-type: none"> <li>• Workshop Safety Standards</li> <li>• Constructing to a plan</li> </ul>	<b>Metal Fabrication</b> <ul style="list-style-type: none"> <li>• Drafting Techniques</li> <li>• Reading a plan</li> <li>• Interacting with CNC Technology</li> </ul>	<b>Sheet Metal</b> <ul style="list-style-type: none"> <li>• Reading a plan</li> <li>• Constructing to specification</li> </ul>	<b>Metal Joining Techniques</b> <ul style="list-style-type: none"> <li>• Reading a plan</li> <li>• Constructing to specification</li> </ul>

## Assessment

Engineering Skills students complete two assessment styles;

- Projects- a practical component with a written response
- Practical Demonstration- a time constrained practical task.

Semester 1		Semester 2	
Assessment 1 <ul style="list-style-type: none"> <li>• Project — Multimodal</li> </ul>	25%	Assessment 3: <ul style="list-style-type: none"> <li>• Project — Multimodal</li> </ul>	25%
Assessment 2: <ul style="list-style-type: none"> <li>• Practical Demonstration</li> <li>• Project</li> </ul>	10% 15%	Assessment 4: <ul style="list-style-type: none"> <li>• Project— Multimodal</li> <li>• Practical Demonstration</li> </ul>	10% 15%

\*scope and sequence subject to change.

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

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

### Pathways

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

### Objectives

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

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>National Health Priority Areas/Community Health</b>	<b>Personal Health/ Sexual Health Education</b>	<b>Alcohol Use/ Decision Making</b>	<b>Resilience as a Personal Health Resource</b>

## Assessment

In the Year 10 course of study students begin to investigate health priority areas for individuals and in the community. The emphasis in the Health curriculum is to create learning and assessment opportunities that they are able to action and in turn effect the local community through advocating, mediating and enabling health promotion. Learning experiences and assessment will provide opportunities to develop academic writing and research skills. These skills will be extremely useful across multiple curriculum areas.

Semester 1		Semester 2	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>Investigation/Analytical Exposition</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>Examination – Multiple Choice/Short Response</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>Examination/Extended Response</li></ul>	25%	Summative unseen assessment (IA4): <ul style="list-style-type: none"><li>Examination/Short Response</li></ul>	25%

## Pre-Requisites

Minimum C in English (Semester 1)

Minimum B in Year 9 HPE OR SPX

# Physical Education

## General senior subject

General

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

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

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

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

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

## Pathways

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

## Objectives

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

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Equity and physical activity</b> <ul style="list-style-type: none"> <li>Equity — barriers and enablers integrated with a selected physical activity.</li> </ul>	<b>Motor learning and physical activity</b> <ul style="list-style-type: none"> <li>Motor learning integrated with a selected physical activity.</li> </ul>	<b>Energy systems and physical activity</b> <ul style="list-style-type: none"> <li>Energy systems integrated with a selected physical activity.</li> </ul>	<b>Training programs and physical activity</b> <ul style="list-style-type: none"> <li>Training programs integrated with a selected physical activity.</li> </ul>

## Assessment

Schools devise assessments for all units to suit their local context.

In the Year 10 course of study physical activity becomes integrated within the overall assessment item. Students theory tasks will be based on analysing the physical performance and students will also be given a physical grade for each sports performance. Students will also receive an overall subject result (A–E).

### Summative assessments

Semester 1		Semester 2	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>Report</li> <li>Sport performance</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Exam</li> <li>Sport performance</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Portfolio</li> <li>Sport performance</li> </ul>	25%	Summative internal assessment 4 (IA4): <ul style="list-style-type: none"> <li>Portfolio</li> <li>Sport performance</li> </ul>	25%

## Pre-Requisites

Minimum C in English (Semester 1)

Minimum B in Year 9 HPE OR SPX

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

Core topics		Elective topics	
<ul style="list-style-type: none"> <li>• Sport and recreation in the community</li> <li>• Sport, recreation and healthy living</li> <li>• Health and safety in sport and recreation activities</li> <li>• Personal and interpersonal skills in sport and recreation activities</li> </ul>		<ul style="list-style-type: none"> <li>• Active play and minor games</li> <li>• Challenge and adventure activities</li> <li>• Games and sports</li> <li>• Lifelong physical activities</li> <li>• Rhythmic and expressive movement activities</li> </ul>	
Unit 1	Unit 2	Unit 3	Unit 4
<b>Performance</b> <ul style="list-style-type: none"> <li>• Students performance mark is based on first aid skills and a selected physical activity</li> </ul>	<b>Project</b> <ul style="list-style-type: none"> <li>• Students investigate safe party practices in the creation of a game and are marked in a performance capacity in a selected physical activity.</li> </ul>	<b>Investigation</b> <ul style="list-style-type: none"> <li>• Students create a sponsorship proposal for a local sporting team and are marked in a performance capacity in a selected physical activity.</li> </ul>	<b>Performance</b> <ul style="list-style-type: none"> <li>• Students performance mark is based on a selected physical activity</li> </ul>

## Assessment

For Year 10 Sport & Recreation, assessment covers a variety of types that will be used in Year 11 and 12 Sport & Recreation:

Term 1	Term 2	Term 3	Term 4
<b>Performance</b>	<b>Project</b>	<b>Investigation</b>	<b>Performance</b>
A response involves the application of identified physical skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response involves the application of identified physical skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.
Sporting performance	Two components: <ul style="list-style-type: none"> <li>• written: 200–400 words</li> <li>• multimodal: Board game creation</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 400–800 words</li> </ul>	Sporting performance

# Biology

## General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Introduction to Cell Biology</b> <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Multicellular organisms</li> </ul>	<b>Genetics</b> <ul style="list-style-type: none"> <li>• DNA, genes and the continuity of life</li> <li>• Continuity of life on Earth</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>Anatomy and Homeostasis</b> <ul style="list-style-type: none"> <li>• Human anatomy</li> <li>• Homeostasis</li> </ul>

## Assessment

Students will complete four summative assessments.

### Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Summative assessment 1 (IA1):	20%	Summative assessment 2 (IA2):	30%	Summative assessment 3 (IA3):	30%	Summative assessment 4 (IA4):	20%
<ul style="list-style-type: none"> <li>• Research investigation</li> </ul>		<ul style="list-style-type: none"> <li>• Examination</li> </ul>		<ul style="list-style-type: none"> <li>• Student experiment</li> </ul>		<ul style="list-style-type: none"> <li>• Data test</li> </ul>	

## Pre-Requisites

Minimum B in English (Semester 1)

Minimum B in Year 9 Science

Minimum B in Year 9 Mathematics

# Chemistry

## General senior subject

General

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

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore acids and bases, aqueous solutions and rates of reaction. They explore introductory organic chemistry to examine the characteristic chemical properties and basic 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>Foundation Chemistry</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>Chemical quantities and reactions</b> <ul style="list-style-type: none"> <li>• Rates of chemical reactions</li> </ul>	<b>Quantitative Chemistry</b> <ul style="list-style-type: none"> <li>• Stoichiometry</li> <li>• Acids and bases</li> </ul>	<b>Preparatory Chemistry</b> <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> </ul>

## Assessment

Students complete five summative assessments.

### Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Summative assessment 1 (IA1): • Research investigation	20%	Summative assessment 2 (IA2): • Student experiment	20%	Summative assessment 4 (IA4): • Examination	30%	Summative assessment 5 (IA5): • Examination	20%
		Summative assessment 3 (IA3): Data test	10%				

## Pre-Requisites

Minimum B in English (Semester 1)

Minimum B in Year 9 Science

Minimum B in Year 9 Mathematics

# Marine Science

## General / Applied senior subject

General

Marine Science is the study of an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources. Students study oceanography, marine biology, coral reef ecology, changes to the reef and the connectivity between marine systems, ocean issues and resource management. They consider the future of our oceans and techniques for managing fisheries.

Students develop their sense of wonder and curiosity about the complexity of marine life; appreciation of the maintaining biological support systems and a respect for all living things; understanding major marine science concepts, theories and models related to marine systems and how they interact and are interrelated. They creatively and analytically evaluate scientific claims and arguments and interpret scientific evidence to make judgments and decisions about the effective management of the marine environment.

They communicate marine science understanding, findings, and conclusions through the use of appropriate representations, modes and genres. Students plan and carry out fieldwork, laboratory and other research investigations; 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 Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

## Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Oceanography</b> <ul style="list-style-type: none"> <li>• Ocean currents</li> <li>• Coastlines</li> <li>• Conservation</li> </ul>	<b>Marine Biology</b> <ul style="list-style-type: none"> <li>• Biodiversity</li> <li>• Abiotic and biotic components</li> </ul>	<b>Marine Systems</b> <ul style="list-style-type: none"> <li>• Coral Reef</li> <li>• Changes on the reef</li> </ul>	<b>Oceans of the future</b> <ul style="list-style-type: none"> <li>• Management and conservation</li> <li>• Fisheries and Aquaculture</li> </ul>

## Assessment

Students complete five summative assessments.

### Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Summative assessment 1 (IA1):	20%	Summative assessment 2 (IA2):	30%	Summative assessment 3 (IA3):	30%	Summative assessment 4 (IA4):	20%
<ul style="list-style-type: none"> <li>• Data Test</li> </ul>		<ul style="list-style-type: none"> <li>• Student experiment</li> </ul>		<ul style="list-style-type: none"> <li>• Examination</li> </ul>		<ul style="list-style-type: none"> <li>• Research Investigation</li> </ul>	

## Year 11 / 12 Progression

Students in Years 11 & 12 will choose to study either a general or applied pathway.

Marine Science – General

Aquatic Practices - Applied

## Pre-Requisites

Minimum C in Year 9 Science

# Physics

## General senior subject

General

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

Students learn about the fundamental concepts of thermodynamics, electricity and the concepts and theories that predict and describe the motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the introductory concepts of gravitational and electromagnetic fields, and the relevant forces associated with them.

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

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

## Pathways

A course of study in Physics can establish a basis for further education and employment

in the fields of science, engineering, medicine and technology.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Physics toolkit – Part 1</b> <ul style="list-style-type: none"> <li>• Waves</li> <li>• Light</li> <li>• Sound</li> </ul>	<b>Linear motion</b> <ul style="list-style-type: none"> <li>• Linear motion and force</li> </ul>	<b>Physics toolkit – Part 2</b> <ul style="list-style-type: none"> <li>• Heat</li> <li>• Electricity</li> </ul>	<b>Rocketry</b> <ul style="list-style-type: none"> <li>• Motion in two dimensions</li> </ul>

## Assessment

Students complete five summative assessments.

### Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Summative assessment 1 (IA1):	30%	Summative assessment 2 (IA2):	20%	Summative assessment 3 (IA3):	10%	Summative assessment 5 (IA5):	20%
<ul style="list-style-type: none"> <li>• Examination</li> </ul>		<ul style="list-style-type: none"> <li>• Student experiment</li> </ul>		<ul style="list-style-type: none"> <li>• Data test</li> </ul>		<ul style="list-style-type: none"> <li>• Examination</li> </ul>	
				Summative assessment 4 (IA4):	20%		
				Examination			

## Pre-Requisites

Minimum B in English (Semester 1)

Minimum B in Year 9 Science

Minimum B in Year 9 Mathematics

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students study individual development in the form of the role of the brain, cognitive development, human consciousness and sleep; investigate the concept of intelligence, the process of diagnosis and the contribution of emotion and motivation on the individual behaviour. They will examine individual thinking and how it is determined by the brain, including perception, memory, and learning. Students will consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students develop their interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues and influence human behaviour; understanding that psychological knowledge is informed by social, cultural and ethical considerations. They critically evaluate concepts, interpretations, claims, arguments and conclusions to communicate psychological understandings and findings using appropriate representations, modes and genres

Students conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence; Students learn and apply aspects of the knowledge and skill 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 Psychology can establish a basis for further education and employment in the fields of Psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

## 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>Psychology as a science</b> <ul style="list-style-type: none"> <li>• Scientific research methods</li> <li>• Psychology, psychiatry and social work</li> <li>• Psychological debates</li> </ul>	<b>Role of the Brain</b> <ul style="list-style-type: none"> <li>• Introduction to the role of the brain</li> <li>• Neuroimaging</li> <li>• Mind vs Body problem</li> <li>• Neurotransmission</li> </ul>	<b>Memory</b> <ul style="list-style-type: none"> <li>• Brain and memory</li> <li>• Short term and long term memory</li> <li>• False memory</li> <li>• Strategies to improve memory</li> </ul>	<b>Social psychology</b> <ul style="list-style-type: none"> <li>• Historical psychological experiments</li> <li>• Conformity, obedience and social norms</li> <li>• Prosocial behaviour and the bystander affect</li> </ul>

## Assessment

Students complete five summative assessments.

### Summative assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Summative assessment 1 (IA1):	20%	Summative assessment 2 (IA2):	30%	Summative assessment 3 (IA3):	20%	Summative assessment 4 (IA4):	30%
• Data test		• Research investigation		• Student experiment		• Examination	

## Pre-Requisites

Minimum B in English (Semester 1)

Minimum B in Year 9 Science

Minimum C in Year 9 Mathematics

# Dance

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Term 1	Term 2	Term 3	Term 4
<b>All that Jazz</b> <ul style="list-style-type: none"> <li>• Musical Theatre</li> <li>• Performance</li> <li>• Responding to performance</li> </ul>	<b>Contemporary Dance</b> 'Once upon a Time' <ul style="list-style-type: none"> <li>• Genres:               <ul style="list-style-type: none"> <li>– Contemporary</li> <li>– at least one other genre</li> </ul> </li> <li>• Dance as narrative</li> <li>• Choreography</li> </ul>	<b>Contemporary Dance</b> <ul style="list-style-type: none"> <li>• Australian dance</li> <li>• social, political and cultural influences on dance</li> <li>• Indigenous perspectives</li> <li>• Performance Skills</li> <li>• Analysing live performance</li> </ul>	<b>Popular Dance</b> How does dance communicate meaning for me? <ul style="list-style-type: none"> <li>• Choreography</li> <li>• Subject matter:               <ul style="list-style-type: none"> <li>– developing a personal movement style</li> <li>– personal viewpoints and influences on genre</li> </ul> </li> </ul>

## Assessment

Year 10 Dance covers a variety of assessment types that will be used in Year 11 and 12 Summative assessments

Performance	Extended response	Choreography
Students rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.	Students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance	Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent.
<ul style="list-style-type: none"> <li>• Continuous sequence of 2-3 minutes</li> <li>• May be presented individually or in small pairs/ groups</li> <li>• Assessed individually</li> </ul>	<ul style="list-style-type: none"> <li>• written: 500–600 words</li> </ul>	<ul style="list-style-type: none"> <li>• 2-3 mins</li> <li>• May be assessed individually, pairs or small groups</li> </ul>

## Pre-Requisites

Minimum C in English (Semester 1)

Minimum C in Year 9 Dance

# Dance in Practice

## Applied senior subject

Applied

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

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

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

## Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education,

## Structure

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

Core	Electives
<ul style="list-style-type: none"><li>• Dance performance</li><li>• Dance production</li><li>• Dance literacies</li></ul>	<ul style="list-style-type: none"><li>• Ballet</li><li>• Contemporary</li><li>• Jazz</li><li>• Tap</li><li>• Ballroom</li><li>• Popular dance</li><li>• World dance</li></ul>

dance teaching, choreography, performance and event production.

## Objectives

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

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



## Assessment

Year 10 Dance covers a variety of assessment types that will be used in Year 11 and 12 Summative assessments

Performance	Extended response	Choreography
Students rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.	Students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance	Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent.
<ul style="list-style-type: none"> <li>• Continuous sequence of 2-3 minutes</li> <li>• May be presented individually or in small pairs/ groups</li> <li>• Assessed individually</li> </ul>	<ul style="list-style-type: none"> <li>• Written: 500–600 words</li> </ul>	<ul style="list-style-type: none"> <li>• 2-3 mins</li> <li>• May be assessed individually, pairs or small groups</li> </ul>

# Drama

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Term 1	Term 2	Term 3	Term 4
<b>Collage Theatre/ Epic Theatre</b> <ul style="list-style-type: none"> <li>• episodic structure</li> <li>• alienation techniques</li> <li>• a range of linear and non-linear forms</li> <li>• acting</li> <li>• scriptwriting</li> </ul>	<b>Australian Theatre</b> <ul style="list-style-type: none"> <li>• Realism, including Magical Realism, Australian Gothic</li> <li>• associated conventions of styles and texts</li> <li>• Directing</li> </ul>	<b>Shakespeare</b> <ul style="list-style-type: none"> <li>• Heritage texts</li> <li>• Contemporary performance</li> <li>• Responding to live theatre</li> </ul>	<b>Shakespeare</b> <ul style="list-style-type: none"> <li>• Heritage texts</li> <li>• Contemporary performance</li> <li>• Duologues</li> <li>• Exam</li> </ul>

## Assessment

Year 10 Drama covers a variety of assessment types that will be used in Year 11 and 12 Summative assessments.

Performance	Extended response	Forming
Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements
<ul style="list-style-type: none"> <li>• 3-5 mins</li> <li>• Small group work</li> <li>• Assessed individually</li> </ul>	<ul style="list-style-type: none"> <li>• Written: 500–600 words</li> </ul>	<ul style="list-style-type: none"> <li>• 2-3 mins</li> <li>• May be assessed individually, pairs or small groups</li> <li>• Written</li> </ul>

## Pre-Requisites

Minimum C in English (Semester 1)

Minimum B in Year 9 Drama

# Film, Television & New Media

## General senior subject

General

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

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

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

## Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of

information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

## Objectives

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

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

## Structure

Unit 1	Unit 2
<p><b>Auteur Admiration</b></p> <p>In this Unit students will explore the concept of Auteur theory. Students will research directors who have made significant impacts on the industry and identify the trademarks that make these directors so well known. In doing so, students can exemplify these techniques within their own short films.</p>	<p><b>S for Suspense</b></p> <p>In this Unit students will investigate a wide variety of suspense films in order to identify the codes and conventions of this specific genre. Students will explore the ways in which mis-en-scene and parallel editing can be utilised to create suspense within a film. They will demonstrate this understanding through their own short film.</p>

## Assessment

Year 10 Film, TV and New Media covers a variety of assessment types that will be used in Year 11 and 12 Summative assessments.

Unit 1	Unit 2
<p><b>Critique</b> Case Study 600 – 800 words</p>	<p><b>Design</b> Storyboard, 10 – 15 slides Treatment, 600 – 800 words</p>
<p><b>Design</b> Storyboard, 10 – 15 slides Treatment, 600 – 800 words</p>	<p><b>Production</b> Short Film 2– 6 minutes</p>
<p><b>Production</b> Short Film 2– 6 minutes</p>	<p><b>Critique</b> Extended Response Exam 600 – 800 words</p>

## Pre-Requisites

Minimum B in English (Semester 1)

Minimum B in Year 9 Media

# Music

## General senior subject

General

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

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

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

### Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

### Objectives

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

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

### Structure

Term 1	Term 2	Term 3	Term 4
<p><b>Music Around the World</b></p> <p>In this unit, students consolidate and build on their understanding of the elements of music in the context of music that originates from different corners of the world. Students push their boundaries as performers by performing music from cultural contexts that differ from those of the music they are more accustomed to.</p>	<p><b>Like a Version</b></p> <p>In this unit, students explore a plethora of means through which musicians have used the music elements in order to create covers of existing music. They have the opportunity to strengthen their understanding of music elements and concepts by experimenting with their manipulation in the creation and performance of their own cover version of an existing song.</p>	<p><b>Playin' the Blues</b></p> <p>In this unit, students explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of blues music as they respond to important repertoire from the blues style and create their own blues compositions. They extend their knowledge and understanding of harmony and explore improvisation as a starting point in the compositional process.</p>	<p><b>Designs</b></p> <p>In this unit, students consider how the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition.</p>

## Assessment

Year 10 Music covers a variety of assessment types that will be used in Year 11 and 12 Summative assessments.

### Summative assessments

Performance	Extended response	Composition
Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding.	Students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles.	Students use knowledge of the elements of music, style and notation, as well as understanding of music making in different cultures, times and places to inform and shape their compositions.
<ul style="list-style-type: none"> <li>• performances of 1–2 minutes</li> <li>• accompanied by a performance statement               <ul style="list-style-type: none"> <li>○ written responses 50–100 words</li> <li>○ spoken/signed responses 45 seconds to 1 minute.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• written responses 400–500 words</li> <li>• spoken/signed responses 1–2 minutes</li> <li>• multimodal responses 2–3 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• composition of 10–12 bars or 15–20 seconds</li> <li>• accompanied by statement of compositional intent – written responses 50–100 words               <ul style="list-style-type: none"> <li>○ spoken/signed responses 45 seconds to 1 minute.</li> </ul> </li> </ul>

## Pre-Requisites

Minimum B in English (Semester 1)

Minimum C in Year 9 Music

# Visual Art

## General senior subject

General

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

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

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

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

### Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design,

craftmanship, fine arts, graphic arts and information technologies, broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject. These include advertising, arts administration, director and management, curating, communication, design, education, art historian, galleries and museums, architect, film and television, set design, photography, public relations, and science and technology.

### Objectives

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

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



## Structure

Unit 1	Unit 2
<p><b>Unknown &amp; Unseen</b></p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Contexts: personal and contemporary</li> <li>• Focus: People, place, objects</li> <li>• Making – student directed</li> <li>• Appraising - exam</li> </ul>	<p><b>Tension</b></p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Making – student directed</li> <li>• Appraising - investigation</li> </ul>

## Assessment

Year 10 Visual Art covers a variety of assessment types that will be used in Year 11 and 12 Summative assessments.

### Summative assessments

Making	Extended response
<p>Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.</p>	<p>Students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.</p>
<ul style="list-style-type: none"> <li>• Body of Work &amp;</li> <li>• Visual diary</li> <li>• 2D, 3D &amp; Digital</li> </ul>	<ul style="list-style-type: none"> <li>• written: 600–800 words</li> </ul>

## Pre-Requisites

Minimum B in English (Semester 1)

Minimum B in Year 9 Visual Art

# Media Arts in Practice

## Applied senior subject

Applied

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

## Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and

global industry that is constantly adapting to new technologies.

## Objectives

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

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.

## Structure

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

Core	Electives
<ul style="list-style-type: none"><li>• Media technologies</li><li>• Media communications</li><li>• Media in society</li></ul>	<ul style="list-style-type: none"><li>• Audio</li><li>• Curating</li><li>• Graphic design</li><li>• Interactive media</li><li>• Moving images</li><li>• Still image</li></ul>

## Assessment

In each Unit students complete 3 assessments, a critique, a design and a production. The results from each of the assessments are added together to provide an overall subject result (A–E).

Unit 1	Unit 2
<b>Design</b> Design Folio Minimum 8 A4 pages	<b>Design</b> Digital Composite Image 1 Image
<b>Production</b> Movie Poster A4 vertical Image	<b>Production</b> Tutorial Video 5 – 10 minutes
<b>Critique</b> Extended and Short Response Exam 600 – 800 words	<b>Critique</b> Feature Article 600 – 800 words

# Visual Arts in Practice

## Applied senior subject

Applied

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

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

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

## Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, engraving, drafting, visual merchandising,

fashion, make-up artistry, advertising, furniture, painter, game design, landscaping, photography, animation and ceramics.

## Objectives

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

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

## Structure

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

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

Unit 1	Unit 2
<p><b>Fears and Phobias</b></p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: Fears and Phobias</li> <li>• Contexts: personal and contemporary</li> <li>• Making – teacher directed</li> <li>• Appraising - exam</li> </ul>	<p><b>Consumed</b></p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: Consumed</li> <li>• Contexts: historical, personal, cultural and/or formal</li> <li>• Making – student directed</li> <li>• Appraising - investigation</li> </ul>

## Assessment

Year 10 Visual Arts in Practice covers a variety of assessment types that will be used in Year 11 and 12 Summative assessments.

Making	Extended response
<p>Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.</p>	<p>Students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.</p>
<ul style="list-style-type: none"> <li>• Body of Work &amp;</li> <li>• Visual diary</li> <li>• 2D, 3D &amp; Digital</li> </ul>	<ul style="list-style-type: none"> <li>• Exam, 70mins</li> <li>• Short response</li> </ul>

## Pre-Requisites

Minimum C in English (Semester 1)

Minimum C in Year 9 Visual Art

Students gain knowledge, understanding and skills in literacy and digital and other technologies. Communication involves the student learning to comprehend language in listening, reading and viewing. Students learn to use language to communicate with others through speaking, writing and creating. Technologies involves the student learning to operate digital and other technologies, including those for listening, reading, viewing, speaking, writing and creating language and texts, and calculation. They learn technical and social protocols for appropriate use of digital technologies to interact with others.

### Pathways

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

### Objectives

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

- Recognise social communication protocols when using digital technologies.
  - Recognise intellectual property of digital work.
  - Recognise that digital products can be used or misused.
  - Follow instructions and protocols when sharing personal information.
  - Follow instructions and protocols about applying standard guidelines and techniques to secure digital information.
  - Acknowledge sources of digital information.
- Apply basic social protocols when using digital technologies to communicate with known audiences.
  - Apply strategies for determining and protecting the security of digital information.
  - Recognise and value individuals' rights to identity, privacy and emotional safety for themselves and others when using digital technologies.
  - Identify the risks to individuals' identity, privacy and emotional safety when using digital technologies.
  - Use digital technologies safely to:
    - View information shared by trusted adults
    - Share and exchange information with known audiences.
    - Select and use appropriate digital technologies and tools safely when sharing and exchanging information in online environments.
  - Determine appropriate storage locations for different types of digital information.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Language Comprehension</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to questions and requests.</li> <li>• Listen and respond to questions and statements.</li> <li>• Listen to and identify key information in spoken and multimodal texts.</li> <li>• Listen to and recall information about topics being learned in spoken texts.</li> </ul>	<p><b>Language Use</b></p> <ul style="list-style-type: none"> <li>• Indicate a physical state, e.g. hot, cold, nauseous.</li> <li>• Use behaviours that are not intentionally directed at another person.</li> <li>• Use informal behaviours to intentionally communicate a single message consistently in familiar environments with familiar people.</li> </ul>	<p><b>Operation of digital and other technologies</b></p> <ul style="list-style-type: none"> <li>• Engage with a number of different devices.</li> <li>• Recognise that different devices have different purposes. Identify how digital and other technologies are used at home and at school.</li> </ul>	<p><b>Operation of digital and other technologies</b></p> <ul style="list-style-type: none"> <li>• Engage with a number of different devices.</li> <li>• Recognise that different devices have different purposes. Identify how digital and other technologies are used at home and at school.</li> </ul>

## Assessment

### Folio of student evidence of achievement

Teachers apply principles for and approaches to assessment when developing assessments and collecting evidence of student achievement.

### Evidence

Teachers collect evidence to support judgments about the student's learning goals for each proposed Statement of Achievement linked to the curriculum organisers.

Examples of how evidence is gathered include:

- Anecdotal records
- Annotated photographs
- Discussions with parents/carers, colleagues, employers
- Interview with student
- Learning logs
- Observation notes
- Peer and self-assessment checklist
- Presentation
- Progress chart
- Sound/image recording
- Task responses and worksheets
- Teacher and student journals
- Visual folios
- Work experience report.

# Personal and Living Dimensions

## QCIA senior subject

Students develop knowledge, understanding and skills in relevant personal and living dimensions, including health, wellbeing and everyday numeracy. Students learn about their own and others' identity, health and wellbeing. They explore and take actions to keep themselves and their peers healthy and safe through food and nutrition, safe use of medicines and ways to keep safe in the environment. They learn about emotions, how to enhance their interactions and relationships with others, and the physical and social changes they go through as they get older. They develop their ability to use numeracy skills in everyday situations.

- Applying patterns and relationships
- Using data
- Applying concepts of time
- Using money

## Pathways

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

## Objectives

The personal and living dimensions learning focuses are:

- Identity
- Resilience
- Self-identity and others' identities
- Values and ethics
- Health and wellbeing
- Physical and social development
- Understanding and managing emotions
- Safety
- Interacting with others
- Relationships
- Everyday numeracy skills
- Understanding and using number values



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Identity</b></p> <ul style="list-style-type: none"> <li>• Identify situations that feel safe or unsafe.</li> <li>• Undertake and persist with short tasks within the limits of personal safety.</li> <li>• Explore ways to approach and complete tasks while maintaining personal safety.</li> <li>• Identify challenges and adapt approach to persist with tasks.</li> <li>• Explore and practise strategies to use when feeling uncomfortable or unsafe, or needing help with a task, problem or situation.</li> </ul>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Engage in mealtime routines.</li> <li>• Explore healthy mealtime options.</li> <li>• Engage in the preparation of healthy mealtime options.</li> <li>• Show awareness of and identify health information and messages presented in the media, including online materials.</li> <li>• Identify and express concerns about own health.</li> <li>• Ask about and express interest in others' health.</li> <li>• Identify simple actions to support own and others' health.</li> </ul>	<p><b>Everyday Numeracy Concepts</b></p> <ul style="list-style-type: none"> <li>• Show awareness of numbers and the meanings they convey in own environment.</li> <li>• Understand and demonstrate concepts of counting, quantity and measurement using everyday experiences</li> <li>• Use language or actions to describe characteristics of length, temperature, mass, volume, capacity and area in familiar environments.</li> <li>• Recognise the effect of adding to and taking away from a collection of objects.</li> </ul>	<p><b>Everyday Numeracy Skills</b></p> <ul style="list-style-type: none"> <li>• Identify different types of data.</li> <li>• Identify different ways of collecting and recording data.</li> <li>• Display information using real objects or photographs.</li> <li>• Respond to questions about displayed information.</li> <li>• Ask and answer simple data questions.</li> <li>• Select simple questions and gather responses.</li> <li>• Interpret data in drawings or picture graphs.</li> <li>• Display data as lists, tables or picture graphs.</li> </ul>

## Assessment

### Folio of student evidence of achievement

Teachers apply principles for and approaches to assessment when developing assessments and collecting evidence of student achievement.

### Evidence

Teachers collect evidence to support judgments about the student's learning goals for each proposed Statement of Achievement linked to the curriculum organisers.

Examples of how evidence is gathered include:

- Anecdotal records
- Annotated photographs
- Discussions with parents/carers, colleagues, employers
- Interview with student
- Learning logs
- Observation notes
- Peer and self-assessment checklist
- Presentation
- Progress chart
- Sound/image recording
- Task responses and worksheets
- Teacher and student journals
- Visual folios

- Work experience report.

# Community and Citizenship & the Environment

## QCIA senior subject

QCIA

Students develop knowledge, understanding and skills about communities, citizenship and the environment. Students learn about active citizenship, and participate in and contribute to their local and wider communities. They learn about changes over time and across locations. They explore the world around them, and investigate the natural and constructed features of places and different environments and the relationship between people and places. They learn about how scientific understandings can inform decision making about people, environments and their relationships.

### Pathways

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

### Objectives

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

- Engage with the ideas of what makes a community, e.g. a common location, shared purposes, lifestyle choices, employment/industry.
- Identify home and school within the local community.
- Identify different types of communities, including Aboriginal communities and Torres Strait Islander communities.
- Show awareness of the role of the individual in different communities.

- Identify that there are rules and responsibilities when participating in communities.
- Understand the differences between 'rules' and 'laws', and how they impact on individuals and communities.
- Identify roles, rights and responsibilities that individuals have in different communities, e.g. at home, in the classroom, in community groups.
- Identify situations where individuals can take on different roles in communities.
- Identify needs and problems in communities.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Active citizenship in the local and wider community</b></p> <ul style="list-style-type: none"> <li>Describe the roles and responsibilities of different levels of government and their associated resources and services.</li> <li>Describe the qualities of 'good' rules or laws in communities, such as laws applying equally to everyone.</li> </ul>	<p><b>Similarities and differences between the past and present</b></p> <ul style="list-style-type: none"> <li>Show awareness of people, events and objects in the past, present and future.</li> <li>Show awareness of different individuals and groups within communities including families, peer and friendship groupings, community organisations and service providers.</li> </ul>	<p><b>Places, Environments and People</b></p> <ul style="list-style-type: none"> <li>Show awareness of familiar places and locations within the local community.</li> <li>Identify places and locations around the world.</li> <li>Recognise elements of the wider world including natural surroundings, weather and constructed features.</li> <li>Recognise the location and nature of Australia as an island continent.</li> </ul>	<p><b>Places, Environments and People</b></p> <ul style="list-style-type: none"> <li>Observe the local and wider environment using the senses.</li> <li>Recognise that science involves exploring and observing the local and wider environment using the senses.</li> <li>Recognise that science involves asking questions about, and describing changes in, objects and events.</li> </ul>

## Assessment

### Folio of student evidence of achievement

Teachers apply principles for and approaches to assessment when developing assessments and collecting evidence of student achievement.

### Evidence

Teachers collect evidence to support judgments about the student's learning goals for each proposed Statement of Achievement linked to the curriculum organisers.

Examples of how evidence is gathered include:

- Anecdotal records
- Annotated photographs
- Discussions with parents/carers, colleagues, employers
- Interview with student
- Learning logs
- Observation notes
- Peer and self-assessment checklist
- Presentation
- Progress chart
- Sound/image recording
- Task responses and worksheets
- Teacher and student journals
- Visual folios
- Work experience report.

# Leisure and Recreation

## QCIA senior subject

Students gain knowledge, understanding and skills to participate in a variety of leisure, recreation, artistic and cultural activities. They learn about different physical activities and the importance of lifelong physical activity. They learn to identify, experience and participate in their own preferred leisure and recreation activities. They learn to make, participate, perform, contribute to and express opinions for artistic and cultural activities.

## Pathways

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

## Objectives

The Leisure and Recreation Focusses are:

- Position and move different parts of the body to maintain flexibility and health.
  - Perform fundamental movement skills.
  - Perform and practise fundamental movement skills:
    - using different parts of the body
    - in response to stimuli, such as equipment, rhythm, music, and words.
  - Participate in gross motor activities.
  - Participate in games with equipment.
  - Participate in games without equipment.
  - Identify movement challenges.
  - Cooperate with others when participating in physical activities.
  - Follow rules when participating in physical activities.
- Use strategies to work in group situations when participating in physical activities.
  - Identify rules and play fairly when participating in physical activities.
  - Adopt inclusive practices when participating in physical activities.
  - Examine the benefits of physical activity and physical fitness to health and wellbeing.
  - Participate in physical activities designed to enhance fitness.
  - Discuss the impact regular participation can have on health and wellbeing.
  - Compare and contrast the effect of regular and non-regular participation in physical activities on own health and wellbeing.
  - Use behaviours that indicate preference for particular activities.
  - Identify interests in particular physical, artistic and cultural activities.
  - Making choices based on personal preferences for particular activities.
  - Explain reasons for personal interest in particular physical, artistic and cultural activities.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Physical Activities for Leisure &amp; Recreation</b></p> <ul style="list-style-type: none"> <li>• Test possible solutions to movement challenges through trial and error.</li> <li>• Identify and describe how own body can move in relation to effort, space, time, objects, and people.</li> <li>• Perform fundamental movement skills to sequence and perform simple movement patterns.</li> </ul>	<p><b>Physical activities for leisure and recreation</b></p> <ul style="list-style-type: none"> <li>• Cooperate with others when participating in physical activities.</li> <li>• Follow rules when participating in physical activities.</li> <li>• Use strategies to work in-group situations when participating in physical activities.</li> <li>• Identify rules and play fairly when participating in physical activities.</li> <li>• Adopt inclusive practices when participating in physical activities.</li> </ul>	<p><b>Preferred Leisure &amp; Recreation Activities</b></p> <ul style="list-style-type: none"> <li>• Shows awareness of participating in an activity, e.g. smiling.</li> <li>• Describe feelings before, during and after participating in physical activities.</li> <li>• Explore how regular physical activity keeps individuals healthy and well.</li> <li>• Identify the body's reactions to participating in physical activities.</li> </ul>	<p><b>Performing Arts Activities</b></p> <ul style="list-style-type: none"> <li>• Experience live and recorded music.</li> <li>• Show awareness of sound and rhythm using voice, body percussion or movement.</li> <li>• Use fundamental movement skills to engage in a dance, dramatic performance or music.</li> <li>• Rehearse and perform to develop interpersonal and team skills.</li> </ul>

## Assessment

### Folio of student evidence of achievement

Teachers apply principles for and approaches to assessment when developing assessments and collecting evidence of student achievement.

### Evidence

Teachers collect evidence to support judgments about the student's learning goals for each proposed Statement of Achievement linked to the curriculum organisers.

Examples of how evidence is gathered include:

- Anecdotal records
- Annotated photographs
- Discussions with parents/carers, colleagues, employers
- Interview with student
- Learning logs
- Observation notes
- Peer and self-assessment checklist
- Presentation
- Progress chart
- Sound/image recording
- Task responses and worksheets
- Teacher and student journals
- Visual folios
- Work experience report.

# Vocational and Transition Activities

## QCIA senior subject

QCIA

Students develop knowledge, understanding and skills by identifying and investigating their post-school pathways. They learn how to set goals and make decisions to achieve them. They learn about local and community resources for living independently and interdependently. They learn how to access resources to support their needs when they transition to life beyond school.

### Pathways

The Queensland Certificate of Individual Achievement (QCIA) recognises and certifies the learning achievements of students whose learning is part of an individualised learning program.

### Objectives

- The vocational and transition activities learning focuses are:

- Post-school pathways
- Options for living independently and interdependently
- Vocational and transition options
- Accessing local and community resources
- Skills for life beyond school
- Self-knowledge
- Skills for managing self and others
- Independence skills
- Goal setting and decision making

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Post-School Pathways</b></p> <ul style="list-style-type: none"> <li>• Show awareness of life beyond school.</li> <li>• Show awareness that everyone has housing needs.</li> <li>• Identify, describe and explore own and others' needs to maintain safe and stable accommodation, considering physical resources and facilities required, support available from family, friends and agencies, and associated costs.</li> </ul>	<p><b>Skills for Life Beyond School</b></p> <ul style="list-style-type: none"> <li>• Identify abilities, talents and interests as a learner.</li> <li>• Reflect on feelings as a learner and how efforts affect skills and achievements.</li> <li>• Describe strengths and weaknesses as a learner.</li> <li>• Describe how abilities, talents and interests influence post-school pathway options.</li> <li>• Identify learning strategies to assist with strengths and weaknesses.</li> </ul>	<p><b>Skills for Managing Self &amp; Others</b></p> <ul style="list-style-type: none"> <li>• Show awareness of personal boundaries and appropriate degrees of intimacy.</li> <li>• Greet others and introduce oneself.</li> <li>• Engage in conversation with others and maintain comfortable eye contact.</li> <li>• Respond to requests and instructions.</li> <li>• Identify that people use different languages to communicate.</li> </ul>	<p><b>Goal Setting &amp; Decision Making</b></p> <ul style="list-style-type: none"> <li>• Understand and explain the importance of goal setting and self-management.</li> <li>• Set goals for learning and personal organisation to complete tasks in a given time.</li> <li>• Manage oneself and relationships with others to achieve goals.</li> <li>• Identify and analyse factors that affect ability to manage self and relationships when working towards goals.</li> </ul>

## Assessment

### Folio of student evidence of achievement

Teachers apply principles for and approaches to assessment when developing assessments and collecting evidence of student achievement.

### Evidence

Teachers collect evidence to support judgments about the student's learning goals for each proposed Statement of Achievement linked to the curriculum organisers.

Examples of how evidence is gathered include:

- Anecdotal records
- Annotated photographs
- Discussions with parents/carers, colleagues, employers
- Interview with student
- Learning logs
- Observation notes
- Peer and self-assessment checklist
- Presentation
- Progress chart
- Sound/image recording
- Task responses and worksheets
- Teacher and student journals
- Visual folios
- Work experience report.

## DIPLOMA OF BUSINESS (fee for service course)



**This course is changing at the end of 2020. In 2021 it may take 2 years to complete, students will have to complete 12 units of competency and it is likely to cost \$2495. PST are waiting for the training package to be endorsed.**

**(Registered Training Organisation – Prestige Service Training (PST) – RTO 31981)**

<b>QCE Credits:</b>	8 Complementary	<b>ATAR:</b>	May be used in calculating an ATAR
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### Course Description:

The Diploma of Business is a nationally accredited vocational course that will be delivered over 18 - 24 months. Students will develop skills for middle management in business/office/administration environments. The content for this course will be delivered by a trainer from PST at Southport State High School and the Diploma will be awarded by PST when students successfully complete the 8 units of competency. This course may begin in semester 2, 2021 with students completing a preparatory business course in semester 1.

This course is designed to:

- develop knowledge regarding the management and skills required to work in a business environment
- build practical skills and knowledge that may lead to employment in a business setting
- gain experience in workplaces that reflect the concepts covered in the program

### Recommended Skills/Resources:

Students must be prepared to engage, contribute and participate in class and model behaviours expected in a business environment. Students will need to have good time management skills and be able to write academically. This course is similar to a first-year university program and therefore students should be prepared for rigorous assessment.

### Pathways:

The Diploma also acts as a pathway to studying Business at University, with some universities possibly offering credits dependent on the course chosen and units completed within the Diploma. Students may also choose employment in a business environment after Year 12.

### Units of Competency/Assessment

Unit Code	Unit Name
BSBWOR501	Manage personal work priorities and professional development
BSBADM502	Manage meetings
BSBMKG501	Identify and evaluate marketing opportunities
BSBADM506	Manage document design and development
BSBHRM506	Manage recruitment, selection and induction processes
BSBFIM501	Manage budgets and financial plans
BSBPMG522	Undertake project work
BSBMGT516	Facilitate continuous improvement

All assessments are online and students must have a computer and access to the internet. Assessment must be submitted by the due date. After 3 opportunities to successfully complete assessment, students will need to re-enrol in the unit and pay the applicable fees.

### Additional Costs:

\$1990 paid directly to PST (2020 price – likely to be \$2495 in 2021). Payment plans are available. \$100 will form part of a non-refundable deposit if students withdraw once enrolment has been processed with PST. If students withdraw during the first few subjects, a refund will be awarded, however \$100 deposit is non-refundable and \$250 per unit of study offered will not be refunded. No refund is available if students withdraw after the halfway point in the course.



# CERTIFICATE IV in Crime and Justice (10283NAT)



## Fee for service course

(Registered Training Organisation – Unity College - 32123)

QCE Credits:	8 Core	ATAR:	May be used in calculating an ATAR
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### Course Description:

Certificate IV in Crime and Justice is a nationally accredited vocational course that will be delivered over 18-24 months. It has been designed by justice professionals for those who would like to achieve employment in the criminal justice system and those who wish to develop a deeper understanding of the justice system. The content for this course will be delivered by a teacher at Southport State High School and the Certificate IV will be awarded by Unity College when students successfully complete the 10 units of competency.

This course is designed to:

- provide students with a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system

### Recommended Skills/Resources:

To be successful in this course students need to demonstrate satisfactory spoken and written comprehension. They will also need access to the internet and there will be 3 compulsory workshops which may be scheduled before or after normal school hours.

### Pathways:

The Certificate IV Crime and Justice can establish a basis for further education and employment in fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs services, security industry and private investigations.

### Units of Competency/Assessment

Unit Code	Unit Name
CJSCOM401	Provide information and referral advice on justice-related issues
CJSDCP402	Prepare documentation for court proceedings
CJSSJI403	Analyse social justice issues
BSBRES411	Analyse and present research information
PSPREG003	Apply regulatory powers
BSBLEG413	Identify and apply the legal framework
BSBLDR403	Lead team effectiveness
PSPREG010	Prepare a brief of evidence
BSBLEG416	Apply the principles of the law of torts
BSBWORK404	Develop work priorities

Evidence contributing towards competency will be collected throughout the course. This will include written projects, online quizzes, observation of skills, oral and written questions.

### Additional Costs:

\$700 up-front fee payable to Unity College (paid online due late February).

Refunds for students exiting a certificate course is on a prorata basis related to the unit/s of competency covered (less a \$50 administrative fee). Students must have evidence of the reason/s why exit from the course is being sought (eg 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.

# CERT III in FITNESS (SIS30315)



**Certificate II Sport and Recreation (SIS20115) leads to Certificate III Fitness (SIS30315)**

**(Registered Training Organisation – College of Health and Fitness – RTO 30798)**

<b>QCE Credits:</b>	8 Core unless combined with Sport and Recreation.(6 Core)	<b>ATAR:</b>	Certificate III Fitness may be used in calculating an ATAR
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**Course Description:**

Cert III in Fitness is a nationally accredited vocational course that will be delivered over years 10,11,12. Students will commence the Certificate II Sport and Recreation in year 10 and will be enrolled in the Certificate III Fitness course as they satisfactorily complete units of competency. There may be an opportunity for students to complete a Certificate IV in Fitness by fast-tracing their progress. The course will be delivered by a teacher at Southport SHS and the Certificates will be awarded by the College of Health and Fitness upon successful completion of the courses.

**Recommended Skills/Resources:**

Students must be prepared to engage, contribute and participate in class practical sessions. Students will need to have good time management skills and be able to work independently online to complete their competencies.

**Pathways:**

The certificate qualifications offer an increased potential for a career in sport as a player, coach, fitness instructor, administrator or official. Students who complete the Cert IV Fitness will be qualified to work as a Personal Trainer.

**Units of Competency/Assessment Certificate II Sport and Recreation**

Code	Competency Name	Code	Competency Name
BSBWOR202	Organise and complete daily work activities	HLTAID003	Provide first aid
HLTWHS001	Participate in workplace health and safety	SISXCAI002	Assist with activity sessions
SISXIND001	Work effectively in sport, fitness and recreation environments	SISXCCS001	Provide quality service
SISXIND002	Maintain sport, fitness and recreation industry knowledge	SISXEMR001	Respond to emergency situations
SISXCAI001	Provide Equipment for Activities	SISXFAC002	Maintain sport, recreation and fitness facilities
		SISXFAC001	Maintain equipment for activities
		BSBCMM201	Communicate in the workplace
		SISXIND006	Conduct sport, fitness or recreation events.

**Additional Units of Competency/Assessment Certificate III Fitness**

Code	Competency Name	Code	Competency Name
SISFFIT001	Provide health screening and fitness orientation	SISFFIT004	Incorporate anatomy and physiology principles into fitness programming delivery
SISFFIT002	Recognise and apply exercise considerations for specific populations	SISFFIT005	Provide healthy eating information
SISFFIT003	Instruct fitness programs	SISFFIT0014	Instruct exercise to older clients recommended guidelines
SISFFIT011	Instruct approved community fitness programs	SISFFIT006	Conduct fitness appraisals
BSBRK401	Identify risk and apply risk management processes	SISXCAI006	Facilitate groups
		SISFFIT024	Instruct Endurance Programs
		BSBCMM301	Process complaints

All assessments are online and students must have a computer and access to the internet. Assessment must be submitted by the due date.

**Additional Costs:**

There is no cost for this vocational component of this course as students will use their VETIS funding. If students have used their VETIS funding, the course will cost \$450.

A fee of \$100 applies for school organised additional excellence activities that students will participate in.

# SPORT EXCELLENCE (AFL, Basketball, Soccer, Touch or Netball)



## Certificate II Sport and Recreation (SIS20115)/Certificate III Fitness (SIS30315) (Registered Training Organisation – College of Health and Fitness – RTO 30798)

<b>QCE Credits:</b>	8 Core unless combined with Sport and Recreation.(6 Core)	<b>ATAR:</b>	Certificate III Fitness may be used in calculating an ATAR
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### Course Description:

Sport Excellence is a selective program designed for gifted and talented students who demonstrate advanced ability and considerable potential in AFL, Basketball, Soccer, Touch or Netball. Students will commence the Certificate II Sport and Recreation in year 10 and will be enrolled in the Certificate III Fitness course as they satisfactorily complete units of competency. There may be an opportunity for students to complete a Certificate IV in Fitness by fast-tracing their progress. The course will be delivered by a teacher at Southport SHS and the Certificates will be awarded by the College of Health and Fitness upon successful completion of the courses.

### Recommended Skills/Resources:

Acceptance into Sport Excellence is subject to approval. Students must have strong sporting experience at school, club and representative level. The course has been specifically designed for students who want to undertake an intensive study of their chosen sport and enhance their representative potential by developing their skills, fitness and strategic knowledge of the game. Students will require a high level of commitment, good communication skills as well as excellent time management.

### Pathways:

The certificate qualifications offer an increased potential for a career in sport as a player, coach, fitness instructor, administrator or official.

### Units of Competency/Assessment Certificate II Sport and Recreation

Code	Competency Name	Code	Competency Name
BSBWOR202	Organise and complete daily work activities	HLTAID003	Provide first aid
HLTWHS001	Participate in workplace health and safety	SISXCAI002	Assist with activity sessions
SISXIND001	Work effectively in sport, fitness and recreation environments	SISXCCS001	Provide quality service
SISXIND002	Maintain sport, fitness and recreation industry knowledge	SISXEMR001	Respond to emergency situations
SISXCAI001	Provide Equipment for Activities	SISXFAC002	Maintain sport, recreation and fitness facilities
		SISXFAC001	Maintain equipment for activities
		BSBCMM201	Communicate in the workplace
		SISXIND006	Conduct sport, fitness or recreation events.

### Addition Units of Competency/Assessment Certificate III Fitness

Code	Competency Name	Code	Competency Name
SISFFIT001	Provide health screening and fitness orientation	SISFFIT004	Incorporate anatomy and physiology principles into fitness programming delivery
SISFFIT002	Recognise and apply exercise considerations for specific populations	SISFFIT005	Provide healthy eating information
SISFFIT003	Instruct fitness programs	SISFFIT0014	Instruct exercise to older clients recommended guidelines
SISFFIT011	Instruct approved community fitness programs	SISFFIT006	Conduct fitness appraisals
BSBRK401	Identify risk and apply risk management processes	SISXCAI006	Facilitate groups
		SISFFIT024	Instruct Endurance Programs
		BSBCMM301	Process complaints

All assessments are online and students must have a computer and access to the internet. Assessment must be submitted by the due date.

### Additional Costs:

There is no cost for this vocational component of this course as students will use their VETIS funding. If students have used their VETIS funding, the course will cost \$450.

A fee of \$100 applies for school organised additional excellence activities that students will participate in.