ST MICHAEL'S
COLLEGE
SCIENTIA ET CARITAS

SENIOR SUBJECT AND COURSES GUIDE

LEARNING AND TEACHING SUBJECT GUIDE 2021

Contents

Introduction

Senior secondary schooling is an important time in a young person's life. St Michaels College provides a range of opportunities to explore spirituality, social justice, sports, arts, culture, and academic excellence.

Each student is unique, and as such their academic pathway is also unique. This handbook helps students and their families consider the combination of subjects they wish to study. They should be subjects a student enjoys and can realistically complete. Subject pathways should also be aligned to post school goals.

Pathway

● St Michaels College works in close partnership with the Queensland Curriculum and

Assessment Authority (QCAA) to deliver effective teaching and learning programs and commit to adhering to the prescribed policies and procedures.

● All students are seeking qualification for the Queensland Certificate of Education (QCE) and

subject selection processes and monitoring throughout senior schooling ensure students remain

'on track'. Any questions on eligibility for a QCE should be directed to the Learning and Teaching

Department: scarrara@stmichaels.qld.edu.au.

● Some students also seek an Australian Tertiary Admission Rank (ATAR) in addition to their QCE. The ATAR can be used to apply for entry into university courses at the end of Year 12.

● Some students also complete Vocational Education Training (VET) which provides certification and employment, and further study options in specific professional trade and industry areas.

Subject Type	Pathway
General QCAA endorsed subjects	**General subjects** are academically rigorous courses in areas such as Study of Religion, Mathematics, Science, English, Arts and Humanities, and Technology. Successful completion of Units Three and Four in a general subject provides students a subject score that can be used by the Queensland Tertiary Admission Centre (QTAC) to determine an ATAR. A minimum of four General subjects must be studied in order to meet the requirements for an ATAR (most students do five or six General subjects).
Applied QCAA endorsed subjects	**Applied subjects** can also be studied in areas such as Religion, Mathematics, Science, English, Arts and Humanities, and Technology. They provide students access to a balanced and comprehensive education to prepare students for work and adult life. Only one Applied subject can contribute to an ATAR when combined with four General subjects.
Vocational Education and Training (VET) qualifications	**VET qualifications** develop skills and prepare students for work through practical learning. They can also lead to further education and training. One Certificate III level or higher can contribute to an ATAR when combined with four General subjects.

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.

Senior Statement

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

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

Queensland Certificate of Education (QCE)

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

Additional information about QCE can be accessed here: https://www.qcaa.qld.edu.au/seniorhttps://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/certificates-and-qualifications/qce

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 College is offering three types of QCAA developed senior subject syllabuses — General, Applied 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.

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

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

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.

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

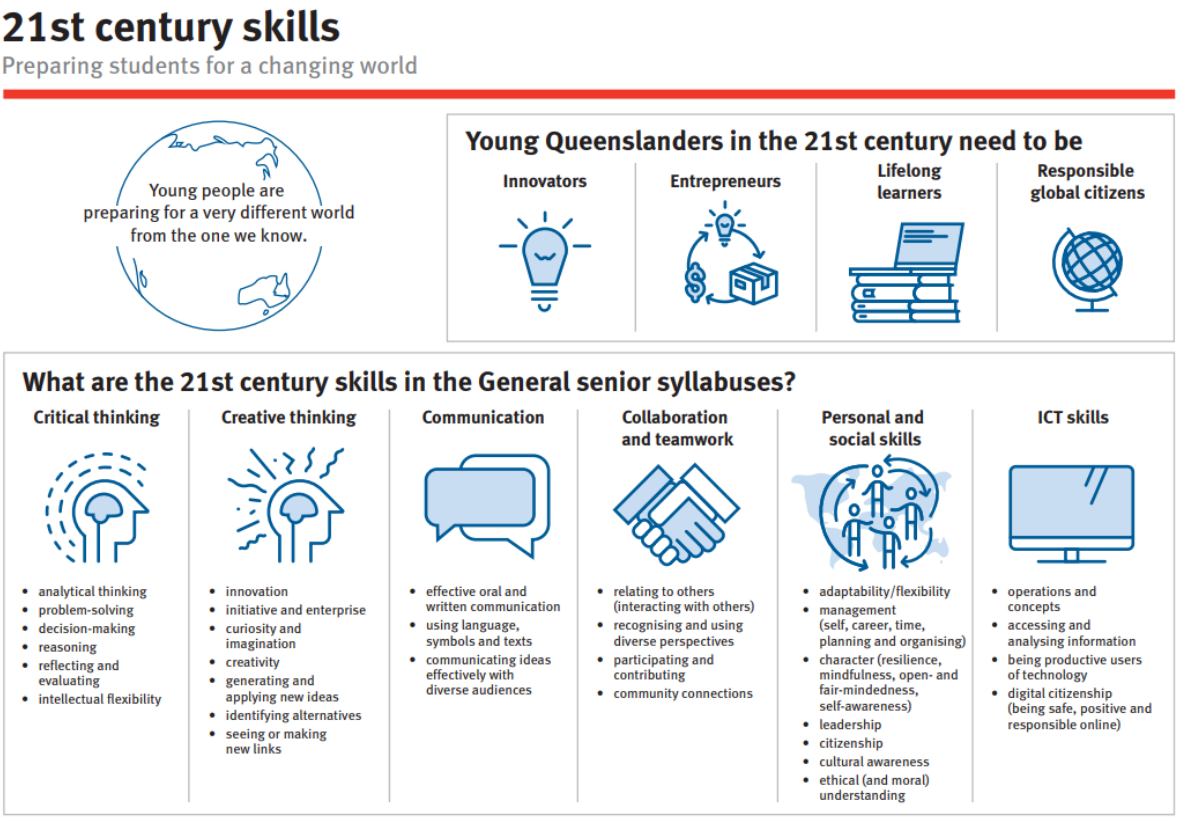
All senior syllabuses are underpinned by:

- 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 College as it:

- is a registered training organisation (RTO)
- has a third-party arrangements with external providers who are an RTO

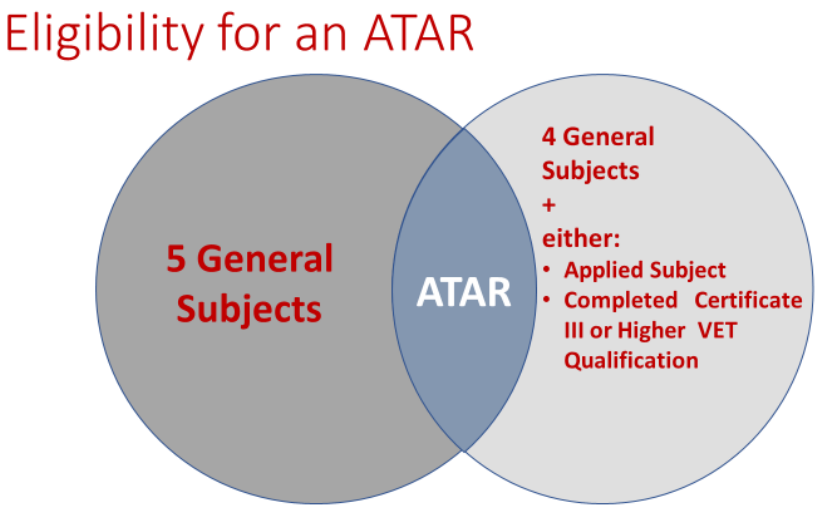
- offers opportunities for students to undertake school-based apprenticeships /traineeships (SATs).

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 three subjects — English, Essential English and Literature

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

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3

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

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

Summative internal assessment — instrument-specific standards

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

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

Short Courses

Course overview

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

Short Courses are available in:

- Numeracy

Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

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

Prerequisites for senior studies

The transition from Year 10 to Year 11 is often a difficult one for many students to master. Two factors that frequently surprise students are the significant increase in both the volume and level of difficulty of the work they must complete. Previous experience has shown us that, students who are either failing a subject at Year 10 or who are struggling to maintain a C, are unlikely to be successful in the related subject at Year 11. Students need to be relatively competent with subjects at the Year 10 level in order to succeed at Year 11.

To lessen the possibility of students selecting subjects at Year 11 in which they are unlikely to have success, a list of suggested prerequisites and levels is given below. Parents and students need to consider this list and the tertiary prerequisites before making initial subject choices.

GENERAL SUBJECT	MINIMUM ENTRY REQUIREMENTS
Accounting	C in English; C in Maths General or Advanced
Business	C in English
Biology	C in English; C in Science; B in Maths General or C in Maths Advanced
Chemistry	C in English; C in Science; B in Maths General or C in Maths Advanced
Dance	Advantageous to be studied Dance
Drama	C in English
English	C in English
Geography	C in English
Health	C in English
Physical Education	C in Year 10 HPE; C in English
Design	Advantageous to have studied Design in Year 10
Engineering	C in English, C in Science; B in Maths General or C in Maths Advanced
Literature	B in English
Legal Studies	C in English
General Mathematics	C in Mathematics General
Geography	C in English
Specialist Mathematics	B in Mathematics Advanced
Mathematical Methods	C in Mathematics Advanced
Modern History	C in English; C in History
Music	Advantageous to have studied Music
Physics	C in English; C in Science; B in Maths General or C in Maths Advanced
Psychology	C in English; C in Science; B in Maths General or C in Maths Advanced
Study of Religion	C in English; B in RE
Visual Art	C in English (advantageous to have studied Art in Year 10 to at least a C level)

Pathway/ Subject Selection Process

The process of pathway selection for Year 10 students is as follows:

1. Senior Education and Training Plan (SETp) developed as part of the College Personal Education Program (PEP)
2. Year 11 2021 Information Evening for parents/carers and students
3. SETp parent/teacher/student interviews following Information Evening
4. Subject Selection completed online before or during interview
5. Following submission of all subject/course selection, lines will be drawn based on student choice, giving the greatest number of students their preferred choices.
6. Classes with **low numbers** will be identified and these subjects may be withdrawn. If this is the case, students be allocated their next preference.
7. Final subject allocation will be issued in Term 4, after the 2022 College Timetable has been developed.

Advice on subject selection

Initial Subject Selection Requirements

Using the Subject Selection online tool (SSO):

1. All students will study 6 subjects/ courses of study.
2. Compulsory subjects

   Study of Religion or Religion & Ethics

   English or Literature or Essential English
3. All students will indicate 4 more preferences, with 2 subjects/courses in reserve.

Entry into Religion, Meaning & Life is by application only and admission is at the discretion of the Assistant Principal – Catholic Identity & Mission and the Head of Department – Religious Education.

Choosing QCE Senior subjects/ courses

It is important to choose senior subjects carefully. Even though there are many factors to consider, choosing a course of study can be made easier if students go about the task logically.

Based on their SETplan, students will have decided on a few career choices, keeping these in mind while choosing subjects.

An overall plan: You are advised to choose subjects:

- you enjoy.
- in which you have demonstrated some ability or aptitude (see the St Michael's prerequisite table).
- which help you reach your chosen course and career goals.
- which will develop skills, knowledge and attitudes useful throughout your life.

You will need to:

- read subject description and course outlines in this booklet.
- talk to teachers of each subject.

You are advised to avoid the following:

- selecting certain subjects simply because someone has told you that they 'help get you good results and give you a better chance of getting into university'.
- being influenced by suggestions that you will not like a particular subject, because a friend/ brother/ sister disliked it when they studied it.
- To maximise your chances of tertiary entrance you should use the ***My Path*** **QTAC The YEAR 10 GUIDE to CAREER PATHWAYS AND 2024 TERTIARY PREREQUISITES to:**
    - select all pre-requisite subjects for preferred courses (using the ***My Path*** **QTAC Year 10 GUIDE)**
    - check to ensure that you are eligible for ATAR tertiary entrance (at least 4 General subjects)

Home Learning for success in the senior years

Home learning is not just homework. Homework is set by the teacher and students are expected to complete. Research has established that homework has a positive effect on learning, particularly at the middle and secondary school levels (Xu, 2010; Zimmerman & Kitsantas, 2005).

However, home learning is study that consists of more than just the set homework. It includes:

1. Going over the work of the day
2. Doing advance reading, research and planning for coming commitments
3. Preparing work for the next day.

Regular homework, which extends student learning, is an integral part of the learning process. Purposes include the following:

- To build on skills acquired during lesson time.
- To prepare for the next lesson through readings and so on.
- To enable students to practice the concepts and skills covered in the lesson.
- To empower students by enabling them to work independently.
- To work on assignment/ assessment tasks.
- To learn/ memorise content.

Therefore, it is the student's responsibility to complete set homework.

Recommended hours of Home learning

General subjects – 3 hours/week
Applied subjects - 2 hours/week
Certificate courses – 2 hours/week

For a student studying 6 General subjects, this would require at least 18 hours per weeks

QCAA senior syllabuses

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

Short Course

- Numeracy

English and Languages

General

- English
- Literature
- French

Applied

- Essential English

Short Course

- Literacy

Humanities and Social Sciences

General

- Accounting
- Business
- Legal Studies
- Modern History
- Study of Religion

Applied

- Religion & Ethics

Technologies

General

- Design

Applied

- Industrial Technology Skills
- Industrial Graphics Skills
- Information & Communication Technology

Health and Physical Education

General

- Health
- Physical Education

Applied

- Sport & Recreation

Science

General

- Biology
- Chemistry
- Physics
- Psychology

The Arts

General

- Dance
- Drama
- Music
- Visual Art

Applied

- Media Arts in Practice
- Visual Arts in Practice

General Mathematics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Mathematical Methods

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Specialist Mathematics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof • Combinatorics • Vectors in the plane • Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further statistical and calculus inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

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

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

Summative assessments

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</table>

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

Assessment

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

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

Summative assessments

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

Numeracy
Short Course

Short Course

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 actvities.

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
One assessment consisting of two parts: • an extended response — oral mathematical presentation (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: • an examination — short response (Internal assessment 2A) • a student learning journal (Internal assessment 2B).

English

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Texts and culture** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

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

French

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie **My world** • Family/carers and friends • Lifestyle and leisure • Education	**L'exploration du monde** **Exploring our world** • Travel • Technology and media • The contribution of French culture to the world	**Notre société** **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**Mon avenir** **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

Summative assessments

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

Essential English

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Accounting

General senior subject

General

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

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

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

Pathways

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

employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Assessment

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

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

Summative assessments

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

Legal Studies

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Modern History

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • French Revolution, 1789–1799	**Movements in the modern world** • Women's movement since 1893	**National experiences in the modern world** • Germany,1914–1945 • United States of America, 1917–1945	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Genocides and ethnic cleansings since 1941

Assessment

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

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

Summative assessments

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

Study of Religion

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings • Sacred texts • Abrahamic traditions	**Religion and ritual** • Lifecycle rituals • Calendrical rituals	**Religious ethics** • Social ethics • Ethical relationships	**Religion, rights and the nation-state** • Religion and the nation–state • Religion and human rights

Assessment

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

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

Summative assessments

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

Religion & Ethics

Applied senior subject

Applied

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

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

Pathways

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

Objectives

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.

Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core topics	Elective topics	
• Who am I? the personal perspective • Who are we? the relational perspective • Is there more than this? the spiritual perspective	• The Australian scene • Ethics and morality • Good and evil • Heroes and role models • Indigenous Australian spiritualities • Meaning and purpose	• Peace and conflict • Religion and contemporary culture • Religions of the world • Religious citizenship • Sacred stories • Social justice • Spirituality

Assessment

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

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

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

Religion, Meaning and Life

Non-accredited QCAA course

Religion, Meaning and Life (RML) is a subject offered at St Michael's College as an alternative to Study of Religion (General Subject) and Religion and Ethics (Applied Subject). Acceptance into this subject is only given upon application and approval by the Assistant Principal, Catholic Identity and Mission. This course of study is targeted at students who are high achieving, self-directed and motivated learners.

This course was approved by Archbishop Mark Coleridge to trial and pilot in schools from 2019 as a provision of various pathways for students in their senior years. RML is a non-accredited option that students in Senior School may choose to fulfil the requirements of the Brisbane Archdiocese for quality religious education until the end of Year 12. Within RML, students in Year 11 – 12 complete four units of work (two per year), 50 hours per unit. There are three modes of delivery – 10 hours of face-to-face learning, 10 hours of self-directed learning and 5 hours of experiential learning. This fulfils the Archdiocesan requirement that students must complete minimum hours of religious education.

Unit 1 Encountering the Sacred	Unit 2 Holy Words, Sacred Stories	Unit 3 The Implications of Belief	Unit 4 A Church worth saving
• Why believe in a Devine Being/Force? • Believing that Jesus is divine – Really?	• Why would anyone think that ancient words are meaningful? • How about edited sacred texts with the best of every religious tradition?	• Religion and the fun bits of life go together like ….? • Moral police in a society gone mad or messenger of love – what is the role of the Church?	• How might religious communities contribute to personal religious faith? • Being spiritual and not religious – How can this be?

Characteristics of the Course

There is no formal assessment for this course of study, rather ongoing and monitored evidence of learning is used to determine completion of the course. There is a specific focus on dialogue between student and course provider. A study of RML promotes self-motivation and self-monitoring, a real life skill to develop.

Design

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice • Experiencing design • Design process • Design styles	**Commercial design** • Explore — client needs and wants • Develop — collaborative design	**Human-centred design** • Designing with empathy	**Sustainable design** • Explore — sustainable design opportunities • Develop — redesign

Assessment

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

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

Summative assessments

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

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

Objectives

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

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

Structure

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

Core topics	Elective topics
• Industry practices • Drafting processes	• Building and construction drafting • Engineering drafting • Furnishing drafting

Assessment

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

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

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

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:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Industry area	Elective topics
• Industry practices • Production processes	Aeroskills	• Aeroskills mechanical • Aeroskills structures
	Automotive	• Automotive mechanical • Automotive body repair • Automotive electrical

	Building and construction	• Bricklaying • Plastering and painting • Concreting • Carpentry • Tiling • Landscaping
	Engineering	• Sheet metal working • Welding and fabrication • Fitting and machining
	Furnishing	• Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery
	Industrial graphics	• Engineering drafting • Building and construction drafting • Furnishing drafting
	Plastics	• Thermoplastics fabrication • Thermosetting fabrication

Assessment

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

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

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

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

Objectives

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

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

Structure

The Information & Communication Technology course is designed around:

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

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

Assessment

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

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

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.

Health

General senior subject

General

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
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol (elective) • Body image (elective)	**Community as a resource for healthy living** • Homelessness (elective) • Road safety (elective) • Anxiety (elective)	**Respectful relationships in the post-schooling transition**

Assessment

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

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

Summative assessments

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

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

Assessment

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

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

Summative assessments

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

Sport & Recreation

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

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

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

Biology

General senior subject

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

Assessment

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

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

Summative assessments

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

Chemistry

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Psychology

General senior subject

General

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

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

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
- communicates understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep	**Individual behaviour** • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Localisation of function in the brain • Visual perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative assessments

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

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

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? • Genres: – Contemporary – at least one other genre • Subject matter: – meaning, purpose and context – historical and cultural origins of focus genres	**Moving through environments** How does the integration of the environment shape dance to communicate meaning? • Genres: – Contemporary – at least one other genre • Subject matter: – physical dance environments including site-specific dance – virtual dance environments	**Moving statements** How is dance used to communicate viewpoints? • Genres: – Contemporary – at least one other genre • Subject matter: – social, political and cultural influences on dance	**Moving my way** How does dance communicate meaning for me? • Genres: – fusion of movement styles • Subject matter: – developing a personal movement style – personal viewpoints and influences on genre

Assessment

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

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

Summative assessments

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

Drama

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Music
General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Visual Art

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

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
• Media technologies • Media communications • Media in society	• Audio • Curating • Graphic design • Interactive media • Moving images • Still image

Assessment

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

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

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

Visual Arts in Practice

Applied senior subject

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, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives

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

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

Structure

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

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

Assessment

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

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

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

VOCATIONAL EDUCATION & TRAINING COURSES

Vocational Education and Training (VET)

WHAT IS VET?

Vocational Education and Training (also known as VET) is education and training that focuses on providing skills for work.

At St. Michael's College, we are currently offering the following VET courses:

Option 1: St Michael's College as the RTO

SIT20316 Certificate II in Hospitality 4QCE credits

Option 2: External RTO / Binnacle. The study is an integral part of the College timetable.

BSB20120 Certificate II in Workplace Skills
(in partnership with Binnacle Training) 4QCE credits

BSB30115 Certificate III in Business
(in partnership with Binnacle Training) 8QCE credits

SIS30315 Certificate III in Fitness
(in partnership with Binnacle Training) 8QCE credits

These qualifications are 'Fee for Service" products, extra payment involved.

SIT20416 Certificate II in Kitchen Operations (in the process of administering the qualification in partnership) **4QCE credits**

Option 3 External RTOs and other organisations in the Gold Coast region.

Qualifications are delivered in external RTOs. The largest provider in the region is Gold Coast TAFE, but we collaborate with All Trades Queensland, Gold Coast Trade College, Aurora Training, Prestige Service Training, Unity College). The most common areas of training are in construction, tourism, information technology, digital media, children's services, crime and justice and many more. In this mode of delivery, students attend classes outside the College and, as a result, their timetable may look differently (study line option).

At St Michael's College we also offer:

- School Based Traineeships
- School Based Apprenticeships
- TAFE at Schools program
- Work Experience

If interested in traineeships, apprenticeships, TAFE Courses and/or work experience, please contact Ms Olivija Komadina, Vocational Pathways and Careers Coordinator.

Code of Practice

As a Registered Training Organisation (RTO) Provider number: 30490, St. Michael's College has agreed to operate within the standards detailed in the National Quality Framework (NQF). This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations.

St. Michael's College is registered to deliver Certificate II in Hospitality (SIT20316) under the direction of the Queensland Curriculum & Assessment Authority (QCAA) as a delegate for the Australian Skills Quality Authority (ASQA).

All of the VET courses offered by this College can lead to nationally recognised qualifications – a certificate (if all of the requirements of the qualification are completed) or a statement of attainment (for those parts that are successfully completed where the full qualification is not completed). This certificate/statement of attainment will be recognised nationally. This is because Australia has a national qualifications framework called the Vocational Qualifications Framework (VQF). Certificates gained can lead directly to employment, further study or tertiary pathways.

Service Agreement

Educational pathway programs are generally two-year courses. St. Michael's College will provide all students with every opportunity to complete the certificate courses offered as per the rights and obligations outlined in the enrolment process and student information handbooks. Students successfully achieving all qualification requirements will be provided with a Qualification and a Record of Results. Students who achieve at least one or more units but not a full qualification) for a certificate will receive a Statement of Attainment for units successfully achieved.

Students who depart a certificate course prior to its completion date will also receive a Statement of Attainment for competencies completed at the date of exit from the course.

All courses offered need to be of a viable class size for the College to run them. In the event that a VET subject may not run or the school can no longer deliver a course offered, every effort will be made to ensure that students may complete their studies through another RTO. In some cases this may incur costs.

Learning Experiences

Assessment is competency based. Students must demonstrate competence on more than one occasion to be deemed competent. A range of teaching and learning strategies will be used to deliver competencies. These may include, but are not limited to: practical tasks, group work, activities in simulated work environments, student workbooks, role plays, work placements and industry excursions and activities.

Appropriately qualified staff will assess the extent to which a student is likely to achieve the stated competency standards and outcomes of the course, based on his/her qualifications and experience.

Structured Work Placement

Many VET courses have compulsory structured vocational placement to be undertaken throughout the two-year course. Due to the nature of individual industry requirements, vocational placement may occur during school hours or may need to be undertaken out of school hours or in school holidays. Please refer to individual course outlines for more details.

Third Party Arrangements

In some instances, St Michael's College will partner with another training organisation to deliver training, for either an individual unit of competency or for a full qualification. In these cases, St Michael's College will deliver the qualification in accordance with the partnership agreement on behalf of another RTO. Costs may be incurred, as outlined in the individual subject/ course outlines that follow in this handbook.

Please contact the VET and Careers Coordinator, Ms Olivija Komadina for further information 07 5530 2722l okomaina@stmichaels.qld.edu.au

NOTE: Information regarding Training providers partners and the cost of courses may vary; however, the information is true and correct at the time of publication.

School-based traineeships and apprenticeships

School-based apprenticeships and traineeships (SATs)enable students to complete a formal qualification as well as undertake paid work in their chosen field. Students participating in this program will spend one day per week for one or two years 'on the job' and will undertake formal one-on-one training.

There are a range of SATs available to students in a range of areas including but not limited to construction, engineering, business, hospitality, and retail.

Requirements

A SAT MUST have an impact on your school timetable. Therefore, some of the training or work must take place during school hours. There may be costs for this training and related costs such as uniforms, textbooks, and transport.

Advantages of completing a SAT

SAT contribute points towards the Queensland Certificate of Education.
Young people employed as school-based apprentices or trainees develop workplace skills, knowledge, confidence and a competitive edge when applying for jobs.

Steps to gaining a SAT

1. Choose the right SAT that suits you. See the St Michael's College Newsletter.
2. See Ms Olivija Komadina, the College Vocational Education and Career Coordinator.
3. Find an employer. Once you have decided which SAT you want to do, you will need to find an employer who will give you a job so you can earn while you learn.
    a. Contact businesses in person or by letter
    b. Apply for jobs advertised in newspaper or internet
    c. Contact a Job Network
    d. Talk to family and friends to see if they know anyone who could employ you as an apprentice or trainee
    e. Contact the Gold Coast Institute of TAFE. Gold Coast Institute of TAFE also assists in connecting prospective students with employers to gain a SAT.
    f. Regularly consult the College Newsletter, where SATs are updated regularly.
4. Sign the training contract, a legally binding record with employer. Your parents or guardians must also sign. The College is required to coordinate the sign-up of the student to the SAT.
5. Choose a Training Organisation.
6. Complete the Probation period: 90 days for a SBA, 30 days for a SBT.

For more information see: http://apprenticeshipsinfo.qld.gov.au/school-based/

TAFE Queensland, Gold Coast – TAFE at School Program

TAFE Queensland, Gold Coast provides access to a range of vocational programs for the benefit of young people and their future careers. With these exciting programs, school students can gain vocational skills and academic qualifications while at school.

TAFE delivers Certificate qualifications in a wide range of industry areas including automotive, electrotechnology, engineering, marine mechanical, plumbing, beauty therapy, hairdressing, kitchen operations, retail, make-up and skin care, tourism, media and more.

On completion of the qualification, students qualify for the following QCE points:

- Certificate II = 4 credits
- Certificate III = up to 8 credits in addition – Certificate III contributes towards an ATAR

Students in Queensland may access **ONE funded employment stream qualification** while still at school. In certain cases, when students have used their VET in Schools funding to complete fully a qualification, they may be eligible for Second Chance Funding. This initiative would allow students to undertake a second funded employment stream qualification.

For more information see: http://tafegoldcoast.edu.au

BSB20120 Certificate II in Workplace Skills

Delivered in partnership with St Michael's College and Binnacle Training. Results will be issued by Binnacle Training.	Binnacle Training	RTO Code: 31319
	Website	www.binnacletraining.com.au
	Phone	1300 303 715

Course Details

This qualification reflects the role of individuals in a variety of junior administrative positions, who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context and varied business environments. Individuals in these roles generally work under direct supervision. It offers a wide range of skills that would be advantageous to most students in their job prospects. Depending on the setting, students may work under direct supervision or autonomously. To undertake this course students should have a good attendance record at school and a good work ethic and commitment to completing work requirements.

Student Selection	Persons with the language, literacy and numeracy skills to fulfil their job role					
Student Intake	Year 11 / 12					
Delivery Mode	Class based		Course Duration		2 semesters over 1 years (year 11)	
Fees and Refund Policy	**SATS** (School Based Traineeships)	N/A	**Fee for Service**	$**225.00**	Refer to fees and refund policy on the school website	
Resources	Learning and assessment resources supplied				**Industry placement**	Recommended (voluntary)
Outcome	BSB20120 Certificate II in Workplace Skills				**QCE Credits**	4
Pathway	BSB30120 Certificate III in Business					
Job Role	Entry level employment in both public and private sector industries including: running a business, trades people, banking, insurance, retail, travel, tourism and hospitality, real estate etc.					
Delivery	Access to a variety of theory and practical learning opportunities, which equips students with the necessary skills to secure employment and further career choices. Students are encouraged to undertake some voluntary work placement in this filed during the course.					
Recognition of Prior Learning	Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified					
Credit Transfer	Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment					
Learning Support	Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator					

10 Units (5 Core unit plus 5 Elective units)

UNIT CODE	UNIT TITLE	Core / Elective
BSBPEF202	Plan and apply time management	CORE
BSBPEF302	Develop self-awareness	ELECTIVE (A1)
BSBWHS211	Contribute to the health and safety of self and others	CORE
BSBSUS211	Participate in sustainable work practices	CORE
BSBCMM211	Apply communication skills	CORE
BSBTEC201	Use business software applications	ELECTIVE (B2)
BSBTEC202	Use digital technologies to communicate in a work environment	ELECTIVE (B1)
BSBOPS201	Work effectively in business environments	CORE
BSBTWK201	Work effectively with others	ELECTIVE (C)
BSBCRT201	Develop and apply thinking and problem solving skills	ELECTIVE (A2)

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

NOTE: information regarding all VET courses and fees are true at time of publication.

BSB30120 Certificate III in Business

Delivered through a partnership between St. Michael's College and Binnacle Training. Results will be issued by Binnacle Training but assessed St Michael's College.	Binnacle Training	RTO Code: 31319
	Website	www.binnacletraining.com.au
	Phone	1300 303 715

Course Details

Binnacle's Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored. To undertake this course students should have a good attendance record at school and a good work ethic and commitment to completing work requirements.

Student Selection	Persons with the language, literacy and numeracy skills to fulfil their job role			
Student Intake	Year 11 / 12			
Delivery Mode	Class based	Course Duration	4 semesters over 2 years (year 11 and 12)	
Fees for service	Course Fee **$265.00**			
Resources	Learning and assessment resources supplied		**Industry Placement:**	Recommended (voluntary)
Outcome	BSB30120 Certificate III in Business		**QCE Credits**	Max 8
Pathway	BSB40215 Certificate IV in Business or a range of other Certificate IV qualifications			
Job Role	Varied and may include; Data Entry, Customer service Advisor, General Clerk, Word Processing Operator, Administration Officer, Receptionist, Personal Assistant			
Delivery	Access to a variety of theory and practical learning opportunities, which equips students with the necessary skills to secure employment and further career choices. Students are encouraged to undertake some voluntary work placement in this filed during the course.			
Recognition of Prior Learning	Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified			
Credit Transfer	Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment			
Leaning Support	Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and the learning support coordinator			

12 Units (1 Core unit plus 11 Elective units)

UNIT CODE	UNIT TITLE	Core / Elective
BSBWHS302	Apply knowledge of WHS legislation in the workplace	CORE
BSBFLM312	Contribute to team effectiveness	ELECTIVE (L1)
BSBWOR301	Organise personal work priorities and development	ELECTIVE (L2)
BSBITU314	Design and produce spreadsheets	ELECTIVE (L3)
BSBITU312	Create electronic presentations	ELECTIVE (L4)
BSBPRO301	Recommend products and services	ELECTIVE (L5)
BSBCUS301	Deliver and monitor a service to customers	ELECTIVE (L6)
BSBWRT301	Write simple documents	ELECTIVE (L7)
BSBITU306	Design and produce business documents	ELECTIVE (L8)
BSBLED301	Undertake eLearning	ELECTIVE
FNSFLT301	Be MoneySmart	ELECTIVE
ICTWEB201	Use social media tools for collaboration and engagement	ELECTIVE

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by School (as Third Party).

NOTE: Information regarding all VET courses and fees are true at the time of publication.

SIS30315 Certificate III in Fitness

Delivered through a partnership between St. Michael's College and Binnacle Training. Results will be issued by Binnacle Training but assessed by St Michael's College.	Binnacle Training	RTO Code: 31319
	Website	www.binnacletraining.com.au
	Phone	1300 303 715

Course Details

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. Qualification outcomes include providing exercise instruction for groups and gym programs. Students deliver fitness programs within their school community. Programs include: community fitness programs, strength and conditioning programs, group fitness sessions and Personal training adults. This course is a Pre-requisite course required for students wanting to complete a Certificate IV in Fitness – (personal trainer). Depending on the setting students may work under direct supervision or autonomously.

Student Selection	Good quality written and spoken communication skills and a 'Working with Children' Blue Card					
Student Intake	Year 11 / 12					
Delivery Mode	Class and workplace		Course Duration		4 semesters over 2 years (year 11 and 12)	
Fees and Refund Policy			**Fee for Service**	**Course Fee $365.00 Plus $40.00 for First Aid qualification**	Binnacle does not refund fees paid by students due to heavy discount.	
Resources	Learning and assessment resources supplied				**Industry placement**	40 hours minimum
Outcome	SIS30315 Certificate III in Fitness.				**QCE Credits**	8
Pathway	SIS40215 Certificate IV in Fitness.					
Job Role	Career pathways in personal training, exercise instructor in gyms, fitness facilities, pools, community facilities, recreational management					
Delivery	Access to a variety of theory and practical learning opportunities, which equips students with the necessary skills to secure employment and further career choices.					
Recognition of Prior Learning	A process that maps your current knowledge and skills to a unit of competency; without study.					
Credit Transfer	Statement of Attainment for a unit that you hold that can be also used in another course.					
Leaning Support	Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and the learning support coordinator					

16 Units (9 Core units plus 7 Elective units)

UNIT CODE	UNIT TITLE	Core / Elective
HLTWHS001	Participate in workplace health and safety	E (Gym)
BSBRSK401	Identify risk and apply risk management processes	E (Gym)
SISXEMR001	Respond to emergency situations	E
SISXCCS001	Provide quality service	Core
SISXIND001	Work effectively in sport, fitness and recreation environments	Core
SISXIND002	Maintain sport, fitness and recreation industry knowledge	E
HLTAID003	Provide first aid	E (Gym)
SISXFAC001	Maintain equipment for activities	Core
SISFFIT011	Instruct approved community fitness programs	E (General)
SISFFIT001	Provide health screening and fitness orientation	Core
SISFFIT003	Instruct fitness programs	Core
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming	Core
SISFFIT006	Conduct fitness appraisals	E (Gym)
SISFFIT002	Recognise and apply exercise considerations for specific populations	Core
SISFFIT005	Provide healthy eating information	Core
SISFFIT014	Instruct exercise to older clients	Core

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

NOTE: Information regarding all VET courses and fees are true at the time of publication

SIT20316 Certificate II in Hospitality

Delivered by St. Michael's College under delegation of Queensland Curriculum and Assessment Authority (QCAA).	St. Michael's College	RTO Number 30490
	Website	www.stmichaels.qld.ed.au
	Phone	07 5530 2722

Course Details

This qualification aims to develop in students the ability to select, prepare, present and serve foods and beverages as well as the knowledge, understanding, attitudes and skills related to: occupational fields involved in planning, preparation and service of food and beverages, management and decision-making in the provision of food for home, institutional and commercial purposes and problem solving through analysis, research, evaluation and creativity providing food to suit the occasion. Depending on the setting, students may work under direct supervision or autonomously. To undertake this course students will need to be comfortable working with foods and beverages, have good team work skills and have the ability to "think on their feet", as well as a good work ethic and commitment to completing work requirements. Students will be required to attend Hospitality functions outside of normal school hours.

Student Selection	Persons with the language, literacy and numeracy skills to fulfil their job role					
Student Intake	Year 11 / 12					
Delivery Mode	Class based		Course Duration		4 semesters over 2 years (year 11 and 12)	
Fees and Refund Policy	**SATS** (School Based Traineeships)	N/A	**Fee for Service**	St. Michael's College does not charge a fee for this course	Refer to fees and refund policy on the school website	
Resources	Learning and assessment resources supplied				**Industry placement**	12 service shifts in a Hospitality aligned workplace
Outcome	SIT20316 Certificate II in Hospitality				**QCE Credits**	4
Pathway	SIT30616 Certificate III in Hospitality					
Job Role	This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Possible job titles include: bar attendant, bottle shop attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, gaming attendant, porter, room attendant.					
Delivery	Access to a variety of theory and practical learning opportunities, which equips students with the necessary skills to secure employment and further career choices. Students are required to undertake structured work placement in a Hospitality aligned workplace. This may require work outside of school hours or during school holidays.					
Recognition of Prior Learning	Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified					

Credit Transfer	Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment
Learning Support	Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator

12 Units (6 Core units plus 6 Elective units). 7 electives will be provided to allow for greater range of job prospects

Unit Code	Unit Title	
SITHIND002	Source and use information on the hospitality industry	Core
SITHIND003	Use hospitality skills effectively	Core
BSBWOR203	Work effectively with others	Core
SITXWHS001	Participate in safe work practices	Core
SITXCCS003	Interact with customers	Core
SITXCOM002	Show social and cultural sensitivity	Core
SITXFIN001	Process financial transactions	Elective
SITXFSA001	Use hygienic practices for food safety	Elective
SITHFAB001 *	Clean and tidy bar areas	Elective
SITHFAB004 *	Prepare and serve non-alcoholic beverages	Elective
SITHFAB005 *	Prepare and serve espresso coffee	Elective
SITHFAB002	Provide responsible service of alcohol	Elective
HLTAID003	Provide First Aid	Elective

SITXFS001 Use hygienic practices for food safety is a pre-requisite for the units of competency marked with *.

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

NOTE: Information regarding all VET courses and fees are true at the time of publication

SIT20416 Certificate II in Kitchen Operations

Delivered by St. Michael's College under delegation of Queensland Curriculum and Assessment Authority (QCAA).	St. Michael's College	RTO Number 30490
	Website	www.stmichaels.qld.ed.au
	Phone	07 5530 2722

Course Details

This qualification reflects the role of individuals working in kitchens who use a defined range of food preparation and cookery skills to prepare food and menu items.

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, aged care facilities and hospitals.

Student Selection	Persons with the language, literacy and numeracy skills to fulfil their job role					
Student Intake	Year 11 / 12					
Delivery Mode	Class based		Course Duration		4 semesters over 2 years (year 11 and 12)	
Fees and Refund Policy	**SATS** (School Based Traineeships)	N/A	**Fee for Service**	In consultation re: fee for service	Refer to fees and refund policy on the school website	
Resources	Learning and assessment resources supplied				**Industry placement**	12 service shifts in a Hospitality aligned workplace
Outcome	SIT20416 Certificate II in Kitchen Operations				**QCE Credits**	4
Pathway	SIT30816 Certificate III in Commercial Cookery					
Job Role	This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops..					
Delivery	Access to a variety of theory and practical learning opportunities, which equips students with the necessary skills to secure employment and further career choices. Students are required to undertake structured work placement in a Hospitality aligned workplace. This may require work outside of school hours or during school holidays.					
Recognition of Prior Learning	Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified					
Credit Transfer	Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment					
Learning Support	Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator					

13 Units (8 Core units plus 5 Elective units).

Unit Code	Unit Title	
BSBWOR203	Work effectively with others	Core
SITHCCC001	Use food preparation equipment	Core
SITHCCC005	Prepare dishes using basic methods of cookery	Core
SITHCCC011	Use cookery skills effectively	Core
SITHKOP001	Clean kitchen premises and equipment	Core
SITXFSA001	Use hygienic practices for food safety	Core
SITXFINV002	Maintain the quality of perishable items	Core
SITXWHS001	Participate in safe work practices	Core
SITHCCC002 *	Prepare and present simple dishes	Elective
SITHCCC003 *	Prepare and present sandwiches	Elective
SITHCCC004 *	Package prepared foodstuffs	Elective
SITHCCC006	Prepare appetisers and salads	Elective
HLTIND003	Provide First Aid	Elective

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

NOTE: Information regarding all VET courses and fees are true at the time of publication