Kelvin Grove State College Senior Course Guide

Years 10 - 12

Kelvin Grove State College

The Pursuit of Excellence With All Our Might

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Introduction

Dear Parents/Carers and Students
At Kelvin Grove State College, we focus on working collaboratively to improve student engagement and to optimise student potential. Students can choose what to study from a wide range of subjects and courses that count towards their Queensland Certificate of Education (QCE).

In Senior School, students need to be self-motivated and mature in the approach to their studies. They will be required to adopt effective study routines and commit to working in an increasingly independent way. They will be expected to work collaboratively with their teachers and their peers to achieve excellence in all of their pursuits.

Our Kelvin Grove State College values of respect, responsibility, creative and critical thinking, integrity and honesty, valuing diversity and courage and resilience are at the core of our strategies to optimise student learning and student outcomes. Students who feel they are valued in the school and feel a part of the school community will engage more in their learning.

Our curriculum aims are to:

- Offer a strong academic pathway for students who are tertiary bound;
- Facilitate a deep understanding of each student's individual future pathway;
- Offer diverse pathways for students to gain their Queensland Certificate of Education (QCE);
- Widen the range of subject choices in Year 10 to enhance student engagement.

The education requirements for compulsory schooling include:

1. Students are required to stay at school until the end of Year 10, or until they turn 16, whichever comes first.
2. When students complete their compulsory schooling they will be required to participate in education and training for a further two years or:
    - until they have gained a Queensland Certificate of Education; or
    - a Certificate III vocational qualification; or
    - until they turn 17.
3. Alternatively, after completing their compulsory schooling, young people are able to enter the workforce, as long as they are in paid work for at least 25 hours a week (subject to current government policy).

The Three Year Senior process involves the following:

- Executive members of the school address Middle and Senior School assemblies about the aims of Three Year Senior;
- Senior Education Training Plans (SET Plans) are completed by each Year 10 student
- Processes in support of Student Learning Pathways.

The Senior Curriculum offered at Kelvin Grove State College is flexible enough to allow students to undertake a course of study leading to multiple pathways. Attaining an Australian Tertiary Admission Rank (ATAR) is one pathway. Many students who choose to attain an ATAR also undertake subjects with national recognised VET competencies embedded, complete a traineeship/apprenticeship, or complete an enrichment course simultaneously in their senior years. We believe it is essential to give students the best opportunity to make informed and thoughtful subject choices. Year 10 is the start of their senior years. Our Three Year Senior aims to assist students to engage in learning, to enjoy being a student at Kelvin Grove State College, to connect to the ever changing world we live in and to build productive working relationships between students and teachers.

We wish each student all the very best in making the most of this Three Year Senior journey and look forward to further developing productive partnerships between staff and our community of students and parents/carers.

Matthew McCarthy
Principal Senior School

Navigating the Senior Assessment and Tertiary Entrance (SATE) system

Useful Websites:	
Senior Education Profile The Queensland Curriculum and Assessment Authority issues Senior Education Profiles to Queensland students upon completion of Year 12, and to non-school students once they become eligible for a Queensland Certificate of Education.	https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep
Queensland Curriculum and Assessment Authority • QCE System • myQCE (Student Portal) • Australian Curriculum • Parents & Families	https://www.qcaa.qld.edu.au/
QCE eligibility and requirements Students working towards a QCE can choose from a wide range of learning options to suit their interests and career goals. To be eligible for a QCE, students must: • have an open learning account • not have been previously issued with a QCE or equivalent • accrue at least one credit from the Core category of learning • while enrolled at a Queensland school	https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/eligibility-requirements
myQCE Student Portal The Student Portal is your one-stop shop to see your enrolments and results, track your QCE eligibility and access your final subject results and official certificates once you finish school.	https://myqce.qcaa.qld.edu.au/
Vocational education and training (VET) VET provides pathways for all young people, including those seeking further education and training and those seeking employment-specific skills.	https://www.qcaa.qld.edu.au/senior/vet
Apprenticeships, training and TAFE Apprenticeships and traineeships combine training with paid employment. They can be full time, part time, or school-based.	https://myqce.qcaa.qld.edu.au/what-next/further-education-and-training/apprenticeships-training-and-tafe
Senior Subjects • General Syllabuses • Applied syllabuses • Short courses	www.qcaa.qld.edu.au/senior/senior-subjects
Duplication of Learning The QCAA considers Applied subjects and VET qualifications that have similar subject matter and learning goals to be duplication of learning. When a student is enrolled in both the identified Applied subject and VET qualification that has been listed as having similar learning, credit for the QCE is determined by the QCAA.	https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/2-qce/2.3-additional-vet-qce-credit-rules
Senior External Examination The Senior External Examination is a program of individual subject examinations offered to eligible Year 12 students and adult learners. Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.	www.qcaa.qld.edu.au/senior/see
Tertiary entrance: ATARs	https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar
Senior Secondary Assessment and Results	https://www.qcaa.qld.edu.au/senior/assessment
Senior External Examinations	www.qcaa.qld.edu.au/senior/see
Access arrangements and reasonable adjustments (AARA) The QCAA recognises that some students may have disability, impairment and/or medical conditions or experience other circumstances that may affect their ability to read, respond to and participate in assessment.	https://www.qcaa.qld.edu.au/senior/assessment/aara/eligibility-possible-aara https://kelvingrovesc.eq.edu.au/curriculum/senior-school

Senior subjects

The QCAA develops five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) and Short Course. Results in Applied and General subjects and 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, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/senior-subjects

Applied and Applied (Essential) 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.

General syllabuses

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

General (Extension) syllabuses

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the related General course. Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement
- adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

Short Course syllabuses

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.http://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework.

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

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

Courses are competency based on industry expectations and the skills which would be expected in a workplace. All students in the Vocational Pathway are strongly encouraged to incorporate a part-time TAFE course, a school Based traineeship and/or apprenticeship, a work placement or work experience with their studies in Year 10, 11 and 12. For further details contact the VET and Pathways Coordinator.

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.

Foundation General Mathematics
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 General Mathematics.

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.

Use of Digital Technology

Digital technologies allow new approaches to explaining and presenting mathematics and can assist in connecting representations and deepening understanding. They can make previously inaccessible mathematics accessible and increase the opportunities for teachers to make mathematics interesting to a wider range of students.
The computational and graphing capabilities of digital technologies enable students to engage in active learning through exploratory work and experiments using realistic data. The ability to visualise solutions can give problems more meaning. Digital technologies can support the development of conceptual understanding that can lead to enhanced procedural fluency.
To meet the requirements of this syllabus, students must make use of a range of digital technologies, such as:

- general-purpose computer software that can be used for mathematics teaching and learning, e.g. spreadsheet software, applications
- computer software designed for mathematics teaching and learning, e.g. dynamic graphing software, dynamic geometry software
- hand-held (calculator) technologies designed for mathematics teaching and learning, e.g. scientific, graphics calculators (non-CAS or CAS) and tablet apps.

Students must make choices about various forms of technology and develop the ability to work with these flexibly. Technology use must go beyond simple computation or word processing.

Access to a **scientific calculator** is a requirement for the external examination.
Graphics calculators *and other technologies are* ***not permitted*** *in the General Mathematics examinations.*

*Structure**

Term 1	Term 2	Term 3	Term 4
Topic 1: Trigonometry Topic 2: Shape and Measurement Topic 3: Data	Topic 4: Data Representations Topic 5: Linear Equations and their Graphs	Topic 6: Bivariate Data Topic 7: Linear and Non-Linear Algebra	Topic 8: Geometric Reasoning Topic 9: Consumer Arithmetic Topic 10: Matrices

*Assessment**

Semester 1	Semester 2
Examination (Topics 1-3) Examination (Topics 4, 5) Problem-solving and modelling task (Topic 4)	Examination (Topics 1 - 7) Examination (Topics 8- 10)

* Adjustments to this course structure and assessment may be made upon an end of year review.

General Mathematics
General Year 11 and Year 12 subject

Year 11
Year 12
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
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Use of Digital Technology

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Access to a **scientific calculator** is a requirement for the external examination.

Graphics calculators *and other technologies are* ***not permitted*** *in the General Mathematics examinations.*

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Foundation Mathematical Methods
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Mathematical Methods.

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.

Use of Digital Technology

Digital technologies allow new approaches to explaining and presenting mathematics, and can assist in connecting representations and deepening understanding. They can make previously inaccessible mathematics accessible and increase the opportunities for teachers to make mathematics interesting to a wider range of students.

The computational and graphing capabilities of digital technologies enable students to engage in active learning through exploratory work and experiments using realistic data. The ability to visualise solutions can give problems more meaning. Digital technologies can support the development of conceptual understanding that can lead to enhanced procedural fluency. To meet the requirements of this syllabus, students must make use of a range of digital technologies, such as:

- general-purpose computer software that can be used for mathematics teaching and learning, e.g. spreadsheet software, applications
- computer software designed for mathematics teaching and learning, e.g. dynamic graphing software, dynamic geometry software
- hand-held (calculator) technologies designed for mathematics teaching and learning, e.g. scientific, graphics (non-CAS or CAS) calculators, smartphone and tablet apps.

Students must make choices about various forms of technology and develop the ability to work with these flexibly. Technology use must go beyond simple computation or word processing.
Access to a handheld graphics calculator (no CAS functionality) is a requirement for Mathematics Methods examinations. Scientific calculators may also be used. ***The graphics calculator model used at KGSC is the Texas Instrument (TI) 84 Plus CE.***

*Structure**

Term 1	Term 2	Term 3	Term 4
Topic 1: Linear Relationships Topic 2: Indices Topic 3: Measurement Geometric Reasoning	Topic 4: Trigonometry 1 Topic 5: Sequences and Series Topic 6: Patterns and Algebra	Topic 7: Probability Topic 8: Quadratic Equations	Topic 9: Algebraic Fractions Topic 10: Trigonometry 2 Topic 11: Functions Topic 12: Polynomials

*Assessment**

Semester 1	Semester 2
Examination (Topics 1-3) Examination (Topics 4-6) Problem-solving and modelling task (Topic 4)	Examination (Topics 1 - 8) Examination (Topics 10 -12)

* Adjustments to this course structure and assessment may be made upon an end of year review.

Mathematical Methods
General Year 11 and Year 12 subject

Year 11
Year 12
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.

Use of Digital Technology

Digital technologies allow new approaches to explaining and presenting mathematics, and can assist in connecting representations and deepening understanding. They can make previously inaccessible mathematics accessible and increase the opportunities for teachers to make mathematics interesting to a wider range of students.

The computational and graphing capabilities of digital technologies enable students to engage in active learning through exploratory work and experiments using realistic data. The ability to visualise solutions can give problems more meaning. Digital technologies can support the development of conceptual understanding that can lead to enhanced procedural fluency. To meet the requirements of this syllabus, students must make use of a range of digital technologies, such as:

- general-purpose computer software that can be used for mathematics teaching and learning, e.g. spreadsheet software, applications
- computer software designed for mathematics teaching and learning, e.g. dynamic graphing software, dynamic geometry software
- hand-held (calculator) technologies designed for mathematics teaching and learning, e.g. scientific, graphics (non-CAS or CAS) calculators, smartphone and tablet apps.

Students must make choices about various forms of technology and develop the ability to work with these flexibly. Technology use must go beyond simple computation or word processing.
Access to a handheld graphics calculator (no CAS functionality) is a requirement for Mathematics Methods examinations. Scientific calculators may also be used. ***The graphics calculator model used at KGSC is the Texas Instrument (TI) 84 Plus CE.***

Structure

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

Assessment

Assessment in Units 1 and 2 at KGSC are outlined below:

Unit 1	Unit 2
Formative Internal Assessment 1 (FIA1): Problem-Solving and Modelling Task	Formative Internal Assessment 3 (FIA3): Examination
Formative Internal Assessment 2 (FIA2): Examination	
Formative Internal Assessment 4 (FIA4): Unit 1 and 2 Examination	

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

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

Foundation Specialist Mathematics
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Specialist Mathematics.

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

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

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

Pathways

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

Objectives

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

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

Use of Digital Technologies

An important aspect of teaching and learning in the 21st century is to embed digital technologies so that they are not seen as optional tools. Digital technologies allow new approaches to explaining and presenting mathematics, and can assist in connecting representations and deepening understanding. They can make previously inaccessible mathematics accessible and increase the opportunities for teachers to make mathematics interesting to a wider range of students. The computational and graphing capabilities of digital technologies enable students to engage in active learning through exploratory work and experiments using realistic data. The ability to visualise solutions can give problems more meaning. Digital technologies can support the development of conceptual understanding that can lead to enhanced procedural fluency.
To meet the requirements of this syllabus, students must make use of a range of digital technologies, such as:

- general-purpose computer software that can be used for mathematics teaching and learning, e.g. spreadsheet software, applications
- computer software designed for mathematics teaching and learning, e.g. dynamic graphing software, dynamic geometry software
- hand-held (calculator) technologies designed for mathematics teaching and learning, e.g. scientific, graphics (non-CAS or CAS) calculators, smartphone and tablet apps.

Students must make choices about various forms of technology and develop the ability to work with these flexibly. Technology use must go beyond simple computation or word processing.

Access to a handheld graphics calculator (no CAS functionality) is a requirement for Paper 2 of the external assessment. Scientific calculators may also be used. ***The graphics calculator model used at KGSC is the Texas Instrument (TI) 84 Plus CE.***

*Structure**

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

Term 1	Term 2	Term 3	Term 4
Topic 1: Surds Topic 2: Trigonometric Functions	Topic 3: Vectors Topic 4: Introduction to Matrices Topic 5: Combinatorics	Topic 6: Matrices and Their Applications Topic 7: Circle Geometry	Topic 8: Inequations Topic 9: Complex Numbers Topic 10: Proofs & Mathematical Induction

*Assessment**

Semester 1	Semester 2
Examination (Topics 1, 2) Examination (Topics 3-5)	Problem-solving and modelling task (Topic 6) Examination (Topics 1 - 7) Examination (Topics 8 - 10)

* Adjustments to this course structure and assessment may be made upon an end of year review.

Specialist Mathematics
General Year 11 and Year 12 subject

Year 11
Year 12
General

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

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

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

Pathways

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

Objectives

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

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

Use of Digital Technology

An important aspect of teaching and learning in the 21st century is to embed digital technologies so that they are not seen as optional tools. Digital technologies allow new approaches to explaining and presenting mathematics, and can assist in connecting representations and deepening understanding. They can make previously inaccessible mathematics accessible and increase the opportunities for teachers to make mathematics interesting to a wider range of students. The computational and graphing capabilities of digital technologies enable students to engage in active learning through exploratory work and experiments using realistic data. The ability to visualise solutions can give problems more meaning. Digital technologies can support the development of conceptual understanding that can lead to enhanced procedural fluency.

To meet the requirements of this syllabus, students must make use of a range of digital technologies, such as

- general-purpose computer software that can be used for mathematics teaching and learning, e.g. spreadsheet software, applications
- computer software designed for mathematics teaching and learning, e.g. dynamic graphing software, dynamic geometry software
- hand-held (calculator) technologies designed for mathematics teaching and learning, e.g. scientific, graphics (non-CAS or CAS) calculators, smartphone and tablet apps.

Students must make choices about various forms of technology and develop the ability to work with these flexibly. Technology use must go beyond simple computation or word processing.

Access to a handheld graphics calculator (no CAS functionality) is a requirement for Paper 2 of the external assessment. Scientific calculators may also be used. ***The graphics calculator model used at KGSC is the Texas Instrument (TI) 84 Plus CE***

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

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			

Foundation Essential Mathematics
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Essential Mathematics.

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**

Term 1	Term 2	Term 3	Term 4
Topic 1: Calculations & Real Numbers Topic 2: Percentages Topic 3: Rates	Numeracy Short Course Part A	Numeracy Short Course Part B	Topic 4: Data Representation and Interpretation Topic 5: Probability and Relevant Frequencies

*Assessment**

Semester 1	Semester 2
Examination (Topics 1 and 2) Numeracy Short Course Part A	Numeracy Short Course Part B Examination (Topics 4 and 5)

* Adjustments to this course structure and assessment may be made upon an end of year review.

Essential Mathematics
Applied Year 11 and Year 12 subject

Year 11
Year 12
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).

Foundation English
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 English and/or Literature and/or English as an Additional Language.

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

Semester 1	Semester 2
Perspectives and texts Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating imaginative 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 analytical texts and responses for public audiences

Assessment

Semester 1	Semester 2
Extended response — written: Analytical Essay	Extended response — written: Imaginative
Extended response — spoken: Multimodal	Extended response — written: Feature Article

Compatibility

In Year 10, Foundation English may be studied concurrently with Foundation Essential English, Foundation Literature, or EXCELeration.

For more information, contact Head of Department, English.

Additional Note

Foundation English as an Additional Language

Instead of Foundation English, eligible students may elect to enrol in Foundation English as an Additional Language. This Year 10 course offers the Foundation English units of study, with support suited to the needs of learners for whom English is an additional language.

Foundation Literature
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 English and/or Literature.

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

Semester 1	Semester 2
Language, text and culture Examining and shaping representations of culture in literary texts Responding to a variety of literary texts Creating analytical and imaginative texts	**Perspectives in texts** Responding to a variety of literary texts Examining and shaping perspectives in literary texts Creating analytical and imaginative texts

Assessment

Semester 1	Semester 2
Extended response — written: Bibliomemoir	Extended response — written: Analytical Essay
Extended response — spoken: Multimodal	Extended response — written: Short Story

Compatibility

In Year 10, Foundation Literature may be studied concurrently with Foundation English.

EXCELeration
Accelerated and Enriched General Year 11 and Year 12 subject

Year 11
Year 12
General

The EXCELeration program offers high performing students curriculum acceleration, and seeks to offer them the opportunity to pursue their academic and creative goals through enrichment, innovation and the pursuit of excellence in their preferred pathway.

Commencing their study of senior Literature in Year 10, students enrolled in the EXCELeration program complete all 4 units of this subject by the end of Year 11. In Year 12, there is greater flexibility for students to shape their learning pathway in ways suited to their individual needs and interests.

The EXCELeration program actively promotes the enjoyment of Literature, and provides opportunities to enhance learning through direct engagement with a variety of associated organisations and experiences.

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 — 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%

Compatibility

In Year 10, EXCELeration may be studied concurrently with Foundation English.
In Year 11, EXCELeration may be studied concurrently with English.

Additional Note

Positions in EXCELeration are limited. Due to the accelerated nature of the program, entry into EXCELeration is restricted to students who are transitioning from Year 9 into Year 10. Successful entry will be based on a range of considerations, including the strength of the student's application, and academic history. Students who wish to join the program, must submit their application prior to the Year 9 into 10 Subject Selection process.

English
General Year 11 and Year 12 subject

Year 11
Year 12
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%

Compatibility

In Years 11 and 12, English may be studied concurrently with Literature, and/or English & Literature Extension (Units 3 and 4 only).

Literature
General Year 11 and Year 12 subject

Year 11
Year 12
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 — 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%

Compatibility

In Years 11 and 12, Literature may be studied concurrently with English, and/or English & Literature Extension (Units 3 and 4 only)

English as an Additional Language
General Year 11 and Year 12 subject

Year 11
Year 12
General

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also 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
Language, text and culture Examining and shaping representations of culture in texts Responding to a variety of media and literary texts Creating analytical and persuasive texts	**Perspectives in texts** Examining and shaping perspectives in texts Responding to literary texts, including a focus on Australian texts Creating imaginative and analytical texts	**Issues, ideas and attitudes** Exploring representations of issues, ideas and attitudes in texts Responding to literary and persuasive texts Creating analytical 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): Examination – analytical written response	25%	Summative internal assessment 3 (IA3): Extended response – imaginative spoken/multimodal response	25%
Summative internal assessment 2 (IA2): Extended response – persuasive written response	25%	Summative external assessment (EA): Examination – analytical extended response	25%

Compatibility

In Years 11 and 12, English as an Additional Language may NOT be studied concurrently with English, Literature, or English & Literature Extension (Units 3 and 4 only).

English & Literature Extension
General Year 12 subject (Unit 3 & 4 only)

Year 12
General

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

English & Literature Extension provides a theorised study of literature, to understand themselves and the potential of literature to expand the scope of their experiences. They ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

Students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Objectives

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

- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.

Structure

To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

Unit 3	Unit 4
Ways of reading Readings and defences Complex transformation and defence	**Exploration and evaluation** Extended academic research paper Application of theory

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Extended response — reading and defence	20%	Summative internal assessment 3 (IA3): Extended response — academic research paper	35%
Summative internal assessment 2 (IA2): Extended response — complex transformation and defence	20%	Summative external assessment (EA): Examination — theorised exploration of unseen text	25%

Compatibility

Students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

Foundation Essential English
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Essential English.

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts. Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, 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

Term 1	Term 2	Term 3	Term 4
Unit 1: Students explore genre fiction and evaluate its appeal for contemporary audiences.	**Unit 2:** Students explore the concept of personal growth in a variety of contexts.	**Unit 3:** Students explore ideas and information related to the workplace.	**Unit 4:** Students explore current issues related to the local community.

Assessment

Semester 1	Semester 2*
Persuasive proposal - written	Stimulus response exam – written Career Presentation - spoken
Personal reflection - written	Learning journal – written Petition to council - written

*** Please note that Semester 2 of Foundation Essential English incorporates the QCAA short course in Literacy. It is anticipated that students will be awarded 1 QCE point for successful completion of Units 3 and 4 of Foundation Essential English.**

Essential English
Applied Year 11 and Year 12 subject

Year 11
Year 12
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

Literacy
Short Course

Short Course

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

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

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

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

Pathways

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

Objectives

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

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

Structure and assessment

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

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: an extended response — written (Internal assessment 1A) a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: an extended response — short response (Internal assessment 2A) a reading comprehension task (Internal assessment 2B).

Foundation Accounting
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Accounting.

Foundation Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. Digital technologies are integral to Foundation Accounting, enabling real-time access to vital financial information.

When students study this subject, they will learn fundamental Accounting concepts in order to understand accrual accounting, managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports.

Foundation Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Foundation Accounting enrich the personal and working lives of students.

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

Term 1	Term 2	Term 3	Term 4
Introduction to Accounting account types, business structures, source documents transactions, general journal, ledger, trial balance and reports	**Balance Day Adjustments** calculating profit, balance day adjustments calculating ratios, analysing accounting reports	**Cash Budgets** control of cash bank reconciliation cash budgets	**Complete Accounting Process** general journal, balance day adjustments financial statements MYOB

Assessment

Semester 1		Semester 2	
Examination — combination response	25%	Project — cash management	25%
Examination — combination response	25%	Examination — short response	25%

Accounting
General Year 11 and Year 12 subject

Year 11
Year 12
General

Accounting provides opportunities for students to develop an understanding of the essential role accounting plays in the successful performance of any organisation. It involves systematically organising, critically analysing and communicating financial data and information for decision-making.

Students learn fundamental accounting concepts in order to understand accrual accounting, managerial and accounting controls, internal and external financial statements, and ratio analysis. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, and make 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:

- comprehend accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information
- 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 — no GST	**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 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 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 — combination response	25%	Summative external assessment (EA): Examination — short response	25%

Foundation Business
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Business and/or Business Studies and/or Certificate in Business and/or Diploma in Business.

In Foundation Business students learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations are explored. Through this exploration, students investigate the influence on and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Foundation Business students will become observers of business practices by applying an inquiry process in undertaking investigations of business situations. They will use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. Students evaluate strategies using criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

Foundation Business fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Foundation Business gives students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

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

Term 1	Term 2	Term 3	Term 4
Introduction to Business business environments mission statements ownership structures	**Operations Management** production systems facilities quality control	**Financial Management** financing options financial management strategies and objectives	**Marketing** target markets marketing segmentation price, product, place and promotion

Assessment

Semester 1		Semester 2	
Examination — combination response	25%	Examination – combination response	25%
Investigation – business report	25%	Extended response – feasibility report	25%

Business
General Year 11 and Year 12 subject

Year 11
Year 12
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%

Business Studies
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

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

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations. Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Schools may offer a range of situations and experiences to engage in authentic learning experiences through connections within the school, local community or organisations, businesses and professionals outside of the school. These situations and experiences provide students with opportunities to develop skills important in the workplace to successfully participate in future employment.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

Pathways

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

Objectives

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

- explain business concepts, processes and practices
- examine business information
- apply business knowledge
- communicate responses
- evaluate projects.

Structure

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

Unit option	Unit title
Unit option A	Working in administration
Unit option B	Working in finance
Unit option C	Working with customers
Unit option D	Working in marketing
Unit option E	Working in events
Unit option F	Entrepreneurship

Assessment

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

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 8 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a business solution for a scenario about the unit context.	**Action plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words

Certificate III in Business
Vocational Education and Training
Registered Training Organisation: College of Health & Fitness
RTO Code: 30798 | CRICOS: 03552K

Year 10
Year 11
Year 12

BSB30120 Certificate III in **Business** (RTO 30798/CRISCOS 03552K International Students)

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:

- achieve a nationally accredited qualification while still at secondary school
- earn ATAR equivalency and up to 8 QCE points
- have a strong foundation to commence studies in the BSB50120 Diploma of Business.

Course duration

Up to 12 months with classes delivered at school alongside self-paced study.

Structure

Unit code	Unit Title
BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication
BSBTEC302	Design and produce spreadsheets
BSBWRT311	Write simple documents

BSBPEF301	Organise personal work priorities
BSBTEC301	Design and produce business documents
BSBTEC303	Create electronic presentations
BSBOPS305	Process customer complaints
BSBOPS304	Deliver and monitor a service to customers

Fees

Domestic Students: $650 inclusive of a $250 non-refundable enrolment fee

International Students: $1500 inclusive of a $300 non-refundable enrolment fee

For more information, contact VET and Pathways Coordinator.

Diploma in Business
Vocational Education and Training
Registered Training Organisation: Barrington College Australia
RTO Code: 45030 | CRICOS: 03552K

BARRINGTON COLLEGE AUSTRALIA

Year 11
Year 12
VET

BSB50215 Diploma in **Business** (RTO 45030/CRISCOS 03552K International Student

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

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:

- achieve a nationally accredited qualification while still at secondary school
- earn ATAR equivalency and up to 8 QCE points
- gain potential academic credit towards university undergraduate degrees.

Course duration

18 months with classes delivered at school alongside self-paced study.

Structure

Unit code	Unit Title
Core Units (5)	
BSBCRT511	Develop Critical Thinking in Others
BSBFIN501	Manage Budgets and Financial Plans
BSBOPS501	Manage Business Resources
BSBXCM501	Lead Communication in the Workplace
BSBSUS511	Develop Workplace Policies and Procedures for Sustainability
Elective Units (7)	
BSBHRM525	Manage Recruitment and Onboarding
BSBOPS504	Manage Business Risk
BSBPMG430	Undertake Project Work
BSBTWK503	Manage Meetings
BSBPEF502	Develop and Use Emotional Intelligence
BSBCMM411	Make a Presentation
BSBMKG541	Identify and Evaluate Marketing Opportunities

Fees

Domestic Students: $2,400 inclusive of a $250 non-refundable enrolment fee.
International Students: $2,650 inclusive of a $300 non-refundable enrolment fee
For more information, contact VET and Pathways Coordinator.

Foundation Legal Studies
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Legal Studies.

Foundation Legal Studies focuses on the interaction between society and law. 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.

Foundation Legal Studies explores the role and development of law in response to current issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Foundation Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

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

Term 1	Term 2	Term 3	Term 4
The Legal System sources of law, separation of powers, onus of proof, standard of proof, court hierarchy adversarial and inquisitorial system characteristics of an effective law	**Law & Society – Criminal Law** nature of crime, criminal investigation trial process, sentencing and punishment young offenders	**Human Rights** treaties, conventions, bill of rights Universal Declaration of human rights	**Civil Obligations – Contract Law** warranties, conditions and terms agreement, offer and acceptance, intention, consideration the need for contract law

Assessment

Semester 1		Semester 2	
Examination – combination response	25%	Investigation — argumentative essay	25%
Investigation - report	25%	Examination — combination response	25%

Legal Studies
General Year 11 and Year 12 subject

Year 11
Year 12
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%

Foundation History
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Ancient History and/or Modern History.

Foundation History is a discipline based subject where students study people, societies and civilisations of the ancient world through to examining traces of humanity's recent past so that they may form their own views about the modern world.
The study of Ancient History provides opportunities for students to explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion.

The study of Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Secondly, it aims to have students think historically and form a historical consciousness in relation to these same forces.

Foundation History students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

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

Objectives

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

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

Structure

Term 1	Term 2	Term 3	Term 4
Ancient History Ancient China: Qin Dynasty	**Modern History** World War II (1939-1945) : Nazi Germany and Adolf Hitlers Rise to Power	**Ancient History** Medieval Europe: The Crusades	**Modern History** Star Wars: Cold War Clashes and the Space Race

Assessment

Semester 1		Semester 2	
Examination — short response to historical sources	25%	Investigation — historical essay based on research	25%
Investigation - independent source investigation	25%	Examination — short responses to historical sources	25%

Ancient History
General Year 11 and Year 12 subject

Year 11
Year 12
General

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

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

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world Digging up the past Ancient societies — Slavery Ancient societies — Art and architecture Ancient societies — Weapons and warfare Ancient societies — Technology and engineering Ancient societies — The family Ancient societies — Beliefs, rituals and funerary practices.	**Personalities in their time** Hatshepsut Akhenaten Xerxes Perikles Alexander the Great Hannibal Barca Cleopatra Agrippina the Younger Nero Boudica Cao Cao Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) Richard the Lionheart Alternative choice of personality	**Reconstructing the ancient world** Thebes — East and West, 18th Dynasty Egypt The Bronze Age Aegean Assyria from Tiglath Pileser III to the fall of the Empire Fifth Century Athens (BCE) Philip II and Alexander III of Macedon Early Imperial Rome Pompeii and Herculaneum Later Han Dynasty and the Three Kingdoms The 'Fall' of the Western Roman Empire The Medieval Crusades	**People, power and authority** Schools choose one study of power from: Ancient Egypt — New Kingdom Imperialism Ancient Greece — the Persian Wars Ancient Greece — the Peloponnesian War Ancient Rome — the Punic Wars Ancient Rome — Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis

Unit 1	Unit 2	Unit 3	Unit 4
			for an external examination from: Thutmose III Rameses II Themistokles Alkibiades Scipio Africanus Caesar Augustus

Assessment

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

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

Summative assessments

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

Modern History
General Year 11 and Year 12 subject

Year 11
Year 12
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 evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world Australian Frontier Wars, 1788–1930s Age of Enlightenment, 1750s–1789 Industrial Revolution, 1760s–1890s American Revolution, 1763–1783 French Revolution, 1789–1799 Age of Imperialism, 1848–1914 Meiji Restoration, 1868–1912	**Movements in the modern world** Australian Indigenous rights movement since 1967 Independence movement in India, 1857–1947 Workers' movement since the 1860s Women's movement since 1893 May Fourth Movement in China, 1919 Independence movement in Algeria, 1945–1962	**National experiences in the modern world** Australia, 1914–1949 England, 1707–1837 France, 1799–1815 New Zealand, 1841–1934 Germany,1914–1945 United States of America, 1917–1945 Soviet Union, 1920s–1945 Japan, 1931–1967 China, 1931–1976 Indonesia, 1942–1975 India, 1947–1974 Israel, 1948–1993	**International experiences in the modern world** Australian engagement with Asia since 1945 Search for collective peace and security since 1815 Trade and commerce between nations since 1833 Mass migrations since 1848 Information Age since 1936 Genocides and ethnic cleansings since 1941 Nuclear Age since 1945 Cold War, 1945–1991
Boxer Rebellion, 1900–1901	Independence movement in Vietnam, 1945–1975	South Korea, 1948–1972	Struggle for peace in the Middle East since 1948

Unit 1	Unit 2	Unit 3	Unit 4
Russian Revolution, 1905–1920s Xinhai Revolution, 1911–1912 Iranian Revolution, 1977–1979 Arab Spring since 2010 Alternative topic for Unit 1	Anti-apartheid movement in South Africa, 1948–1991 African-American civil rights movement, 1954–1968 Environmental movement since the 1960s LGBTIQ civil rights movement since 1969 Pro-democracy movement in Myanmar (Burma) since 1988 Alternative topic for Unit 2		Cultural globalisation since 1956 Space exploration since 1957 Rights and recognition of First Peoples since 1982 Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

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

Summative assessments

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

Foundation Geography
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Geography.

Foundation Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline and are built on by the concepts of environment, interconnection, sustainability, scale and change. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Students are exposed to a variety of contemporary challenges affecting people and places across the globe, at a range of scales. These challenges include responding to hazard zones, planning sustainable places, managing land cover transformations and population changes.

Foundation Geography enables students to appreciate and promote a more sustainable way of life. It aims to encourage students to become informed and adaptable so that they may develop the skills required to interpret global concerns and make genuine and creative contributions to society. Foundation Geography contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

Pathways

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

Objectives

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

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

Structure

Term 1	Term 2	Term 3	Term 4
Environmental change and management the relationship between the environment and humans the rate of human population growth and its impacts	**Environmental change and management** the biophysical features of forest biomes the causes of environmental change managing the environment	**Human Wellbeing** indicators of development spatial differences in wellbeing within and between countries	**Human Wellbeing** collection and evaluation of a variety of types of data the role of governments and non-government organisations in addressing differences in wellbeing

Assessment

Semester 1		Semester 2	
Examination — combination response	25%	Investigation — data report	25%
Investigation — field report	25%	Examination — combination response	25%

Foundation Geography has a mandatory excursion which students must attend. There is a fee for this excursion.

Geography
General Year 11 and Year 12 subject

Year 11
Year 12
General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones Natural hazard zones Ecological hazard zones	**Planning sustainable places** Responding to challenges facing a place in Australia Managing the challenges facing a megacity	**Responding to land cover transformations** Land cover transformations and climate change Responding to local land cover transformations	**Managing population change** Population challenges in Australia Global population change

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 — data report	25%
Summative internal assessment 2 (IA2): Investigation — field report	25%	Summative external assessment (EA): Examination — combination response	25%

Geography has a mandatory excursion in each year which students must attend. There is a fee for each excursion.

Foundation Philosophy and Reason
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Philosophy and Reason.

Foundation Philosophy and Reason combines the discipline of philosophy with the associated skills of critical reasoning. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues.

In Foundation Philosophy and Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others. Through the study of Foundation Philosophy & Reason, students collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. Students analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. They formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for students to understand and develop norms of effective thinking and to value and seek a range of ideas beyond their own.

Pathways

A course of study in Philosophy and Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

Objectives

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

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories, views and ideas
- create responses that communicate meaning to suit purpose.

Structure

Term 1	Term 2	Term 3	Term 4
Introduction to Reason: Argumentation relationship between reasoning and language differentiating inductive and deductive reasoning defining and identifying selected fallacies	**Philosophy in Religion: Humanism** complexity of differentiating knowledge and belief examining and defining principles of Secular Humanism	**Philosophy of Mind:** nature of mind and consciousness including, brain, free will, dualism, physicalism, determinism and artificial intelligence (AI)	**Moral Philosophy:** analysis of a range of theoretical approaches to ethics, and concepts such as rightness, duty, and virtue, to understand and discuss how we should live our lives

Assessment

Semester 1		Semester 2	
Examination — extended response	25%	Extended response — analytical essay	25%
Extended response — analytical essay	25%	Examination — extended response	25%

Philosophy and Reason
General Year 11 and Year 12 subject

Year 11
Year 12
General

Philosophy and Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Students develop skills essential to informed participation in the 21st century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility.

Pathways

A course of study in Philosophy and Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

Objectives

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

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories, views and ideas
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete units in this topic.	**Reason in philosophy** Philosophy of religion Philosophy of science Philosophy of mind.	**Moral philosophy and schools of thought** Moral philosophy Philosophical schools of thought	**Social and political philosophy** Rights Political philosophy

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): Extended response — analytical essay	25%
Summative internal assessment 2 (IA2): Extended response — analytical essay	25%	Summative external assessment (EA): Examination — extended response	25%

Foundation Design
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Design.

The Foundation Design subject focuses on the application of design thinking to envisage creating products, services and environments in response to human needs, wants and opportunities. Industrial Graphics skills are also embedded in the course whereby students use sketching, technical drafting and Cad skills to produce 2D and 3D Graphical Representations for design solutions.

Within the course, students will learn about the design processes of; foundation drawing, design in practice, commercial design, industrial design, sketching and rendering, 3D printing of prototypes and using computer aided design software to present design solutions (Revit Architecture and Inventor). This subject is recommended for studying the year 11 and 12 subjects, Design and Industrial Graphics Skills.

Pathways

Foundation Design is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Design can establish a basis for further education and employment in the fields of built environment, architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture. 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. 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 will:

- describe design problems and design criteria
- analyse needs, wants and opportunities using data
- evaluate ideas and design concepts to make refinements
- generate a range of graphical representations in 2D and 3D
- use CAD software to present design solutions
- develop ability in sketching and rendering products
- examine 3D prototypes that have been 3D printed.

Structure

Term 1	Term 2	Term 3	Term 4
Foundation drawing **Teacher will:** Introduce drawing techniques **Students will:** Use ideation sketching Produce detailed drawings Use CAD Implement AS1100 – Australian standards of drafting	Design in practice **Teacher will:** Introduce the topic of Design **Students will:** Investigate needs & wants of clients Modelling and prototyping of real world products. Design process Design briefs and design criteria	Foundation design **Teacher will:** Introduce the students to architectural drawing and AS1100 drawing standards **Students will:** Use Cad to produce architectural working drawings Apply the Australian standards of drafting	Commercial design **Teacher will:** Introduce the topic of Design **Students will:** Present a design solution to the needs of a particular audience Present design solutions for a Commercial Project

Assessment

Semester 1	Semester 2
Design folio 1 Visual diary Sketching and rendering Presenting technical drawings on Cad	**Design folio 2** Visual diary Sketching and rendering Presenting technical drawings on Cad
Extended response test — written: Exam 70mins Sketching – 2-3 pages Orthogonal drawing – 1 A3 page Annotating design solutions	**Extended response test** — written: Exam 70mins Sketching – 2-3 pages Orthogonal drawing – 1 A3 page Annotating design solutions
Design Project 1 Sketching and rendering Presenting a Product Design project	**Design Project 2** Sketching and rendering Presenting a Commercial project

Design
General Year 11 and Year 12 subject

Year 11
Year 12
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 Topic 1: Experiencing design Topic 2: Design process Topic 3: Design styles **Students will:** Investigate needs & wants of clients. Use ideation sketching and illustrations. Write a design brief that defines a problem. Analyse existing designs to understand how new ideas may be generated.	**Commercial design** Topic 1: Explore — client needs and wants Topic 2: Develop — collaborative design **Students will:** Pitch a design proposal to a client. Use drawing and low-fidelity prototyping appropriate to the problem. Work as a team to present visual and spoken pitches of	**Human-centred design** Topic 1: Designing with empathy **Students will:** Apply an understanding of ergonomics when designing for humans. Investigate needs and wants of stakeholders. Represent design concepts. HCD is where a designer considers human needs and wants.	**Sustainable design** Topic 1: Explore — sustainable design opportunities Topic 2: Develop — redesign **Students will:** Compare sustainable design solutions. Investigate existing products, services and environments to identify how they could be redesigned.

Use ideation sketching and physical low-fidelity prototyping. Communicate a design proposal.	design proposals for identified clients. Present design concepts to a particular client.		Understand economic, social and ecological sustainability 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

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%

Foundation Engineering Pathways
Year 10 subject (followed by a Certificate II in Engineering Pathways)

Year 10 Foundation

This subject will lead into Year 11 Certificate II in Engineering Pathways.

Foundation Engineering Pathways develops the essential skills and knowledge in a student that is seeking a career in the engineering and manufacturing environments.

Pathways

A course of study in foundation engineering pathways prepares students for the senior school subject – Certificate II in Engineering Pathways. This is a vocational qualification.

Students develop competency in using a variety of industrial machines in conjunction with theory tasks.
Assessment is completed by manufacturing projects.

The subject is operated from the Trade Training Centre.

Students gain competency in metal machining, welding and fabrication, assembling components, and Workplace Health & Safety.

Objectives

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

- Demonstrate competence in using a variety of engineering machines
- Understand, demonstrate and value the importance of workplace health & safety
- Operate machinery, hand tools and power equipment
- Produce engineering projects to a prescribed drawing

Structure

Term 1	Term 2	Term 3	Term 4
Induction - engineering Workplace health & safety Safe operating procedures **Project – practical** Metal machining Metal fabrication	**Project – practical** Mig welding Metal lathe Hand tools Power tools	**Project - practical** Metal machining Threading processes Welding	**Project - practical** Welding and fabrication Metal machining

Assessment

Semester 1	Semester 2
Project – practical component Metal Hacksaw Hand Vice	Project – practical component Utility Tray Metal Shovel Welding exercises
Theory related procedures and evaluations.	Theory related procedures and evaluations. Theory Test

MEM20422 Certificate II in Engineering Pathways
Vocational Education and Training Year 11 and 12 subject

Registered Training Organisation 31193 Blue Dog Training

Year 11
Year 12
VET

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs be done in a safe manner for each learner and those around them.

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year.
Blue Dog Training are responsible for all training and assessment.

Partnerships and Programs

Gateway to Industry Schools Program (Advanced Manufacturing)
Through engagement and participation in the KGSC Gateway to Industry Schools Program Advanced Manufacturing, teachers and students are strongly connected to this industry in Queensland and beyond.

Pathways

A course of study in Certificate II in Engineering Pathways can establish a basis for further education and employment in engineering manufacturing trades. Typical employment opportunities are found in engineering manufacturing, metal machining, welding and fabrication, automotive and mechanical, mining, diesel fitting and construction.

Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate competence in a range of engineering manufacturing 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

Unit code	Unit Title
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSAENV272	Participate in environmentally sustainable work practices
MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

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

Notes: *Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

Fees

VETiS funding is available to students if they have not previously accessed it. Should a student already have accessed their VETiS funding, the course has a $1200 fee. The fee is payable to Bluedog training upon enrolment.

Assessment

Upon the successful completion of the 12 units of competency, students receive the MEM20422 Certificate II in Engineering Pathways. If students do not complete all 12 units at a competent level, a statement of attainment is issued.

More information about this qualification is available at:
https://training.gov.au/Training/Details/MEM20422

Foundation Furnishing Skills
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Furnishing Skills and Industrial Skills.

Foundation Furnishing Skills develops and refines a student's knowledge in the woodworking and manufacturing industry.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives

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

- Gain competency in using woodworking equipment
- Manipulate woodworking hand and power tools to produce furniture projects
- Implement and value the importance of workplace health and safety
- compile a folio of evidence that demonstrates their skills – photographic, written and drawing
- work in a team to complete furnishing projects
- calculate project and material costings, usage of materials and sustainable practices

Structure

Term 1	Term 2	Term 3	Term 4
Furnishing skills induction Workplace health and safety Machine inductions Practical work	**Project – practical** Framing and cabinetry Assembly and gluing Surface finishing	**Project - practical** Wood lathe Furniture construction Jointing techniques	**Project – practical** Project work Workbook – folio

Assessment

Semester 1	Semester 2
Project – practical activity: Practice Joint Exercise (no Workbook) Noteholder Coffee Table	Project – practical activity: Coffee Table Pot Plant Stand Woodturning Parallel Turning Item
Extended response — spoken and written: Workbook- Photographic Evidence & Explanation/ Safety/ Tools/ Costing/ Evaluation	Extended response — spoken and written: Workbook- Photographic Evidence & Explanation/ Safety/ Tools/ Costing/ Evaluation

Furnishing Skills
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

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 Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

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 Furnishing Skills course is designed around core and elective topics.

Core topics	Elective topics
Industry practices Production processes	Cabinet-making Furniture finishing Furniture-making Glazing and framing Upholstery

Assessment

For Furnishing 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
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 project consists of a product component and at least one of the following components: written: 400 words multimodal non-presentation: 6 A4 pages max (or equivalent) product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.

Industrial Graphics Skills
Applied Year 11 and Year 12 subject

Year 11
Year 12
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 includes a model) component and at least one of the following components: written: 400 words multimodal presentation non-presentation: 6 - A4 pages max (or equivalent) product: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	60–90 minutes 50–250 words per item

Hospitality
Year 10 subject (followed by a Certificate II in Hospitality Years 11- 12)

Year 10 Subject

This subject will lead into Year 11 Certificate II in Hospitality.

Foundation Hospitality develops and refines a student's knowledge of the Hospitality industry. This subject is delivered in the new hospitality facility and is ideal as a pathway course for the senior Vocational Education Training (VET) subject, SIT20316 Certificate II in Hospitality.

Pathways

A course of study in Hospitality can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could gain employment in hospitality settings such as restaurants, motels, catering operations, cafés and coffee shops. Students in year 11 & 12 would enrol in the vocational qualification – SIT20316, Certificate II in Hospitality.

Objectives

At the conclusion of this course of study, students will:

- Use hygienic practices for food safety
- Demonstrate hospitality skills effectively
- Work in a team environment
- Interact with customers
- Prepare simple dishes

Structure

Term 1	Term 2	Term 3	Term 4
Hospitality - Back to basics The focus of this unit is the theoretical and practical skill development in food safety, food presentation and breakfast menus. Students will develop skills including: Hospitality processes Basic Cookery Techniques Kitchen Hygiene & Safety Knife Skills Equipment & Measuring	**Market Day - Design, Bake, Sell** The focus of this unit is on the theoretical and practical skill in running a successful food enterprise along with the product development, costing, packaging, labelling and marketing of food products. Students will develop skills including: Basic Cookery Techniques The Food Industry Work Flow & Team Work Food & Beverage Service Customer Relations	**Hospitality Trends (Food Trucks)** The focus of this unit is on learning about the recent Hospitality Trends and being able to plan, develop, prepare, package & sell foods that is in trend at the moment. Students will develop skills including: Kitchen hygiene & safety Recent Food Industry Trends Resource & time management Team work Customer Service	**Nutritious comfort food** The focus of this unit is the theoretical and practical skill development in food, cookery applications, comforting and healthy eating as well as applying various plating techniques. Students will develop skills including: Kitchen hygiene & safety Basic cookery techniques used to make healthy foods. Foods that are comforting and good for celebrating.

Assessment

Semester 1	Semester 2
Continuous weekly practical cookery Process and production skills **Practical cookery exam & written evaluation** Knowledge and Understanding	**Continuous weekly practical cookery** Process and production skills **Food Truck Venture – Food Truck Day & folio of work** Knowledge and understanding Design and Technology processes and production skills
Continuous weekly practical cookery Process and production skills **Marketing Venture - Market Day & folio of work** Knowledge and understanding Design and Technology processes and production skills	**Continuous weekly practical cookery** Process and production skills **Written examination - multiple choice / short answer.** Planning & Decision Making Knowledge & Understanding

SIT20316 Certificate II in Hospitality
Vocational Education and Training Year 11 and 12 subject
Registered Training Organisation 32355 Training Direct Australia

Year 11
Year 12
VET

The certificate II in Hospitality develops and refines a student's knowledge of the Hospitality industry. Students are enrolled with our registered training organisation (RTO) Training Direct. There are 12 units of competency, one unit includes **12 shifts in a hospitality workplace** in order to complete the qualification.

Pathways
This qualification provides you with the skills and knowledge to work in the exciting and ever changing hospitality industry and will ensure you are competent and confident in your skill level for ease of entry into the workplace.
Upon successful completion of this course, you will be ready for work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Objectives
At the conclusion of this course of study, students will:
- Demonstrate hospitality skills effectively, carry out workplace observations and perform oral questioning
- Develop knowledge and understanding in theory concepts relating to hospitality

Please note:
- Students will need to participate in a weekly coffee service
- **12 shifts in a hospitality workplace** in order to complete the qualification

Structure and Fees
12 units of competency must be completed. (2 additional units are offered as an option)
12 x 3 hour shifts in a hospitality workplace, plus service in school related functions.

VETiS funding is available to students if they have not previously accessed it. Otherwise this course has a $1380 fee.

Assessment

Unit code	Unit Title
BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively **(structured 12 x 3 hourly shifts in KGSC and Hospitality workplace)**
SITXCCS003	Interact with customers
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in safe work practices
SITXFSA001	Use hygienic practices for food safety
SITHFAB002	Provide responsible service of alcohol **(1 day course delivered by RTO at KGSC)**
SITHFAB005	Prepare and serve espresso coffee
SITHCCC003	Prepare and present sandwiches
SITHFAB004	Prepare and service non-alcoholic beverages
SITHCCC002	Prepare and present simple dishes

Foundation Digital Solutions
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Digital Solutions.

Foundation Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems.
Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.
Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.
Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Partnerships and Programs

Australian Computer Society (ACS) Qld
This partnership supports students, teachers and the College by providing a connection to the largest ICT professionals network in Australia.
The ACS provides unique insights into new ICT developments and innovation (including entrepreneurship) particularly in the adoption of new digital technologies e.g.

robotics	wearables
artificial intelligence and machine learning	3D printing/additive manufacturing
blockchains and distributed ledgers	augmented and virtual reality
drones	self driving vehicles
the Internet of Things	genomics

ACS student membership is recommended for students (approx. $70 + GST at time of print), and gives students access to:

- member portal resources including over 41 000 online digital courses
- professional development and networking events (parents and students attend Qld events for free)
- career development resources, including MySFIA industry self-assessment tool for skills profiling and career pathway mapping
- access to leading industry reports.

BOP Industries Young Entrepreneurs Hub
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https://www.bopindustries.com/yehub/kgsc .

Gateway to Industry Schools Programs
Through engagement and participation in the Gateway to Industry Schools Programs , Digital Solutions teachers and students are strongly connected to these industries which are being transformed through digital solutions using digital technologies. These include: ICT; Advanced Manufacturing; Qld Minerals and Energy Academy; Screen and Media and Health.
More information about these programs can be found at https://desbt.qld.gov.au/training/employers/gateway-schools

Pathways

A course of study in Foundation Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics, and any industry and career utilising digital solutions.

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and context

Structure

Term 1	Term 2	Term 3	Term 4
Foundation Creating with code Understanding digital problems User experiences and interfaces Algorithms and programming techniques Programmed solutions	**Foundation Application and data solutions** Data-driven problems and solution requirements Data and programming techniques Prototype data solutions	**Foundation Digital innovation** Interactions between users, data and digital systems Real-world problems and solution requirements Innovative digital solutions	**Foundation Digital impacts** Digital methods for exchanging data Complex digital data exchange problems and solution requirements Prototype digital data exchanges

Technology Contexts – one selected for Foundation Units 1-3:

- Interactive media – digital game
- Mobile applications
- Intelligent systems: Internet of Things (IoT) and robotics
- Web applications containing dynamic interactive content

Assessment

Assessment instruments reflect those that will be used in the Year 11 and 12 Digital Solutions general subject.

Semester 1		Semester 2	
Project – digital solution (incorporating technical proposal)	50 %	2 x Project – digital solution (incorporating technical proposal)	2 x 33.3%
Project – Folio	50 %	Examination	33.3%

While not a requirement, it is recommended that student BYOx laptop specifications be upgraded to higher specifications if possible to enhance functionality. Students are also required to create and edit large video files as part of their assessment submissions. For more information, see BYOx program information at https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program

NOTE: Adjustments to this course structure and assessment may be made after an end of year review is completed.

Digital Solutions
General Year 11 and Year 12 Subject

Year 11
Year 12
General

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems.

Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

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Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics, and any industry and career utilising digital solutions.

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code Understanding digital problems User experiences and interfaces Algorithms and programming techniques Programmed solutions	**Application and data solutions** Data-driven problems and solution requirements Data and programming techniques Prototype data solutions	**Digital innovation** Interactions between users, data and digital systems Real-world problems and solution requirements Innovative digital solutions	**Digital impacts** Digital methods for exchanging data Complex digital data exchange problems and solution requirements Prototype digital data exchanges

Technology Contexts – one selected for Units 1-3:

- Interactive media – productivity applications
- Web applications containing dynamic interactive content
- Intelligent systems: Internet of Things (IoT) and robotics.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. These will reflect summative assessment tasks as shown in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): Project — folio	25%
Summative internal assessment 2 (IA2): Project — digital solution	30%	Summative external assessment (EA): Examination	25%

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Foundation Information and Communication Technology
Year 10 Subject

Year 10
Foundation

This subject will lead into Year 11 Information and Communication Technology.

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live.
In an increasingly technological and complex world, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Foundation Information and Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements.

Students engage in applied learning to demonstrate knowledge, understanding and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations and product specifications.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to information and communication technology sectors and future employment opportunities. Students learn to interpret client briefs and technical information, and select and demonstrate skills using hardware and software to develop ICT products.
The majority of learning is done through prototyping 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.

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More information about these programs can be found at https://desbt.qld.gov.au/training/employers/gateway-schools

Pathways

A course of study in Foundation Information and Communication Technology can establish a basis for further education and employment in many careers and industries that use a range of ICTs, including 3D and immersive technology.

Objectives

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

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

Structure

The Foundation Information and Communication Technology course is a four-unit course of study (one unit per term) which reflects the Year 11 and 12 course. The Year 11 and 12 syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit option	Unit title
Unit option A	Robotics
Unit option B	App development
Unit option C	Audio and video production
Unit option D	Layout and publishing
Unit option E	Digital imaging and modelling
Unit option F	Web development

Assessment

Students generally complete two assessment tasks for each unit. Assessment tasks reflect those used in the Year 11 and 12 subject, have a community focus, and support a number of projects across the College. The assessment techniques used are:

Technique	Description	Response requirements
Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students produce a product prototype in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the product prototype

NOTE: Adjustments to this course structure and assessment may be made after the end of year review.

Specialised software is used in this subject, including for augmented and virtual reality (e.g. Unity) and Adobe desktop apps such as Premiere Pro, PhotoShop (https://helpx.adobe.com/au/creative-cloud/system-requirements.html). It is recommended that students install this software on their BYOx laptops, therefore laptops will need higher specifications. For more information, see BYOx program information at https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program.

Information and Communication Technology Applied Year 11 and Year 12 Subject

Year 11
Year 12
Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live.
In an increasingly technological and complex world, is it important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce. Across business, industry, government, education and leisure sectors, rapidly changing industry practices and processes create corresponding vocational opportunities in Australia and around the world.

Information & Communication Technology includes the study of industry practices and ICT processes through students' application in and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage ICT product development processes to ensure high-quality outcomes, with alignment to relevant local and universal standards and requirements.

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Pathways

A course of study in Information and Communication Technology can establish a basis for further education and employment in many careers and industries that use a range of ICTs, including 3D and immersive technologies.

Objectives

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

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

Structure

The Foundation Information and Communication Technology course is a four-unit course of study (one unit per term) which reflects the Year 11 and 12 course. The Year 11 and 12 syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

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Unit option E	Digital imaging and modelling
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Assessment

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Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students produce a product prototype in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the product prototype

Specialised software is used in this subject, including for augmented and virtual reality (e.g. Unity) and Adobe desktop apps such as Premiere Pro, PhotoShop, (https://helpx.adobe.com/au/creative-cloud/system-requirements.html). It is recommended that students install this software on their BYOx laptops, therefore laptops will need higher specifications.

Certificate in Creative Industries
Vocational Education and Training Year 10, 11 or 12 subject

Year 10
Year 11
Year 12
VET

PLEASE NOTE: Students have the option to choose a qualification at Certificate II **OR** Certificate III level from the Creative Industries training package, with a focus on multimedia. The chosen qualification is delivered by an external Registered Training Organisation (RTO) on a user pays basis. Further details of each qualification that can be chosen is provided below.

Through this timetabled subject, students will also have the opportunity to engage with 3D and immersive technologies (e.g. augmented and virtual reality) used in industry, to enable them to develop awareness of, and build confidence and capabilities in using this technology.

Partnerships and Programs

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Gateway to Industry Schools Programs

Through engagement and participation in the Gateway to Industry Schools Programs , Teachers and students are strongly connected to these industries which are being transformed through digital solutions using digital technologies. These include: ICT; Advanced Manufacturing; Qld Minerals and Energy Academy; Screen and Media and Health. More information about these programs can be found at https://desbt.qld.gov.au/training/employers/gateway-schools

Pathways

Completion of a nationally recognised qualification in Creative Industries can establish a basis for further education, training and/or employment in the creative industries, particularly those using multimedia, interactive media, immersive technology and other similar digital technologies. Further information is provided in each qualification option.

Option 1: CUA20220 Certificate II in Creative Industries Vocational Education and Training Year 10, 11 or 12 subject

Year 10
Year 11
Year 12
VET

Registered Training Organisation 40548 iVet
Delivery Mode: Face to face and online (KGSC eLearning teacher as trainer and assessor)
QCE points: 4

Information about this Certificate II in Creative Industries qualification and units of competency can be found at https://training.gov.au/Training/Details/CUA20220. See also iVet documents:

- https://22669074.fs1.hubspotusercontent-na1.net/hubfs/22669074/Course%20flyers/QLD%20flyers/Student%20flyers/CUA20220%20SP%20Flyer_QLD.pdf
- https://www.ivetinstitute.com.au/wp-content/uploads/2023/05/2024-IVET-Course-Guide-QLD-DIGITAL.pdf

This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a defined range of contexts. It applies to work in different work environments with a focus on screen and media. Individuals complete tasks with limited complexity and with required actions clearly defined.
This qualification is delivered through a partnership with iVet, utilising their online learning and assessment platform, with a KGSC eLearning teacher as the trainer and assessor.

Enrolment in this one year qualification can occur up to the start of Term 2 in Year 10 or 11. ***After this time, the HOD eLearning will need to seek approval from iVet to have students enrolled in this qualification before subject changes can be made.***
It is a College requirement that Year 12 students complete their Certificate II qualification by the end of Term 3, so the student's timetable must allow for equivalent time to meet volume of learning requirements (see below) e.g. an additional "line" to complete this Certificate II VET qualification if approved by iVet to enrol after Term 2 Year 11 or in Year 12.

Structure

The volume of learning for a Certificate II is generally 4 semesters (or equivalent). IVet's standard (suggested) sequence of delivery is shown below. The weeks delivery per unit is based on a 35-week delivery period.

Course duration:	**Required Weekly Time Commitment (Scheduled^)**			
1 Year	In-class	8* hrs	Homework	2* hrs

*Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways e.g. during exam block sessions, Access and/or study lessons.

The current course structure at time of printing is:

Unit code	Unit Title	Core/Elective
BSBPEF101	Plan and prepare for work readiness (*swapped elective – see below)	Elective
BSBCRT201	Develop and apply thinking and problem-solving skills (*swapped elective – see below)	Elective
CUAIND211	Develop and apply creative arts industry knowledge	Core
CUAWHS312	Apply work health and safety practices	Core
BSBTWK201	Work effectively with others	Core
CUADES201	Follow a design process	Elective
BSBCRT311	Apply critical thinking skills in a team environment	Elective
ICTWEB201	Use social media tools for collaboration and engagement (*swapped elective)	Elective
CUAACD201	Develop drawing skills to communicate ideas (*swapped elective)	Elective
BSBSTR301	Contribute to continuous improvement (*swapped elective)	Elective

iVet has advised that some elective units may be substituted/swapped with other elective units e.g.:

Unit code	Unit Title	Core/Elective
BSBPEF202	Plan and apply time management* (swapped elective)	Elective
BSBTEC201	Use business software applications* (swapped elective)	Elective
CUASOU211	Develop basic audio skills and knowledge	Elective
CUASOU212	Perform basic sound editing* (swapped elective)	Elective
CUASOU213	Assist with sound recordings	Elective
CUADIG211	Maintain interactive content	Elective
ICTICT215	Operate digital media technology packages* (swapped elective)	Elective

Fees:
The current cost (at time of printing) for completion of the Certificate II in Creative Industries through iVet in this online and face to face blended delivery mode (with KGSC eLearning teacher as trainer and assessor) is **$295.00**

Option 2: CUA31020 Certificate III in Screen and Media (Multimedia) Vocational Education and Training Year 11 or 12 subject

Year 10
Year 11
Year 12
VET

Registered Training Organisation TAFE Queensland
RTO Code: 0275
Delivery Mode: Face-to-face one day per week over 4 terms at TAFE Queensland South Bank Campus
QCE points: 6

Information about this Certificate III in Screen and Media qualification and units of competency can be found at https://training.gov.au/Training/Details/CUA31020 . See also TAFE Qld information at https://tafeqld.edu.au/course/17/17799/certificate-iii-in-screen-and-media

This qualification reflects the role of individuals who use basic skills and knowledge for work in skilled assistant or skilled assistant operator roles in the screen and media industries, including multimedia and interactive digital media. The job roles that relate to this qualification may include editing assistant, assistant content creator, assistant sound technician, podcast producer, junior animator, camera assistant and technical production assistant. Individuals usually work under direction, using some discretion and judgement, and may provide technical advice and support to a team.

This qualification is available through TAFE Queensland's TAFE at School Program, and enrolment is subject to TAFE Queensland enrolment and other procedures and deadlines for this program.

IMPORTANT: Applications for 2024 TAFE Queensland TAFE at School Program courses open in mid-July, and places fill quickly, so students must see the VET and Pathways Coordinator in the Flexible Learning Hub urgently to begin enrolment procedures if choosing this qualification option.

Duration is one day per week over 4 terms at TAFE Qld South Bank campus. Students are timetabled into the VCI subject, supported by a KGSC eLearning teacher, or in an "External Studies Program" (ESP) class.
The following course structure is current at the time of printing:

Unit code	Unit Title	Core/Elective
BSBCRT311	Apply critical thinking skills in a team environment	Core
CUAIND311	Work effectively in the creative arts industry	Core
CUAWHS312	Apply work health and safety practices	Core
CUAACD201	Develop drawing skills to communicate ideas	Elective
CUAANM302	Create 3D animations	Elective

CUAANM303	Create 3D digital models	Elective
CUACAM201	Assist with a basic camera shoot	Elective
CUADIG303	Produce and prepare photo images	Elective
CUADIG304	Create visual design components	Elective
CUADIG311	Prepare video assets	Elective
CUAPOS211	Perform basic vision and sound editing	Elective

Fees:

The current cost (at time of printing) for completion of the Certificate III in Screen and Media through the TAFE Queensland TAFE at School program in this face-to-face delivery (one day per week) mode at is **$2775.00.**

Assessment

A range of assessment tasks are used within assessment projects which may include:

- supervisor observations and checklists
- questions (verbal and/or written)
- review folio of work against specifications
- reviews of products or services against specifications
- checklists
- third party reports (e.g. structured work placement).

Other information:

The subject code is VCI

All course information provided is current at the time of printing of this document and is subject to change.

It is a requirement of the KGSC Senior School that students complete the relevant qualification by the end of Term 3 in Year 12. If students do not meet all requirements for the awarding of a Certificate, a Statement of Attainment is issued by the Registered Training Organisation, listing all unit of competencies completed.
Specialised software is used in this subject. It is recommended that students install this software on their BYOx laptops, therefore it is recommended that laptops have higher specifications. For more information, see BYOx program information at: https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program

Certificate in Information Technology
Vocational Education and Training Year 10, 11 or 12 subject

Year 10
Year 11
Year 12
VET

PLEASE NOTE: Students have the option to choose a qualification at Certificate II **OR** Certificate III level from the Information Technology training package. The chosen qualification is delivered by an external Registered Training Organisation (RTO) on a user pays basis. Further details of each qualification option that can be chosen is provided below.

Through this timetabled subject, students will also have the opportunity to engage with other new and emerging digital technologies that are transforming industry and daily lives, to enable them to develop awareness of, and build confidence and capabilities in using this technology.

Partnerships and Programs

Australian Computer Society (ACS) Qld

This partnership supports students, teachers and the College by providing a connection to the largest ICT professionals network in Australia.

The ACS provides unique insights into new ICT developments and innovation (including entrepreneurship) particularly in the adoption of new digital technologies e.g.

robotics	wearables
artificial intelligence and machine learning	3D printing/additive manufacturing
blockchains and distributed ledgers	augmented and virtual reality
drones	self driving vehicles
the Internet of Things	genomics

ACS student membership is recommended for students (approx. $70 + GST at time of print), and gives students access to:

- member portal resources including over 41 000 online digital courses
- professional development and networking events (parents and students attend Qld events for free)
- career development resources, including MySFIA industry self-assessment tool for skills profiling and career pathway mapping
- access to leading industry reports.

BOP Industries Young Entrepreneurs Hub

KGSC partners with Scott Miller from BOP Industries and his Young Entrepreneurs Hub (based in a start up co-working space in the city) to provide students with the opportunity to engage with entrepreneurship.
https://www.bopindustries.com/yehub/kgsc

Gateway to Industry Schools Programs

Through engagement and participation in the Gateway to Industry Schools Programs , Teachers and students are strongly connected to these industries which are being transformed through digital solutions using digital technologies. These include: ICT; Advanced Manufacturing; Qld Minerals and Energy Academy; Screen and Media and Health. More information about these programs can be found at https://desbt.qld.gov.au/training/employers/gateway-schools

Pathways

Completion of a nationally recognised qualification in Information Technology can establish a basis for further education and employment in all roles and industries which rely on using information and communication technologies. Further information is provided in each qualification option

Option 1: ICT20120 Certificate II in Applied Digital Technologies Vocational Education and Training Year 10, 11 or 12 subject

Year 10
Year 11
Year 12
VET

Registered Training Organisation: iVet
RTO Code: 40548
Delivery Mode: Face to face and online (KGSC eLearning teacher as trainer and assessor)
QCE points: 4

Information about this Certificate II in Applied Digital Technology qualification and units of competency can be found at https://training.gov.au/Training/Details/ICT20120 See also iVet documents:

- https://22669074.fs1.hubspotusercontent-na1.net/hubfs/22669074/Course%20flyers/QLD%20flyers/Student%20flyers/ICT20120%20SP%20Flyer_QLD.pdf
- https://www.ivetinstitute.com.au/wp-content/uploads/2023/05/2024-IVET-Course-Guide-QLD-DIGITAL.pdf

This pathways qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts. The qualification is designed for those developing the necessary digital and technology skills in preparation for work. These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualification is suitable for someone generally performing under direct supervision.

This qualification is delivered through a partnership with iVet, utilising their online learning and assessment platform, with a KGSC eLearning teacher as the trainer and assessor.

Enrolment in this two year qualification can occur up to the start of Term 2 in Year 10 or 11. **After this time, the HOD eLearning will need to seek approval from iVet to have students enrolled in this qualification before subject changes can be made.**

It is a College requirement that Year 12 students complete their Certificate II qualification by the end of Term 3, so the student's timetable must allow for equivalent time to meet volume of learning requirements (see below) e.g. an additional "line" to complete this Certificate II VET qualification if enrolling after Term 2 Year 11 or in Year 12.

Structure

The volume of learning for a Certificate II is generally 4 semesters (or equivalent). IVet's standard (suggested) sequence of delivery is shown below. The weeks delivery per unit is based on a 70-week delivery period over 2 years.

Course duration:	**Required Weekly Time Commitment (Scheduled^)**			
2 Years	In-class	*4.5 hrs	Homework	*1 hr

*Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways e.g. during exam block sessions, Access and/or study lessons.

The current course structure at time of printing is:

Unit code	Unit Title	Core/Elective
BSBTEC101	Operate digital devices	Elective A
BSBWHS211	Contribute to the health and safety of others	Core
ICTICT213	Use computer operating systems and hardware	Core
ICTSAS214	Protect devices from spam and destructive software	Elective A
ICTSAS218	Obtain and connect hardware peripherals	Elective A
BSBTEC201	Use business software applications (*swapped elective - see below)	Elective A

ICTICT214	Operate application software packages	Core
BSBTEC202	Use digital technologies to communicate in a work environment	Core
ICTICT215	Operate digital media technology packages	Core
ICTWEB306	Develop web presence using social media	Elective A
BSBXCS301	Protect own personal online profile from cyber security threats	Elective A
BSBSUS211	Participate in sustainable work practices	Core

iVet has advised that some elective units may be substituted/swapped with other elective units. Selected swapped in units are in italics and marked with an * (cybersecurity focus chosen based on industry advice)

Unit code	Unit Title	Core/Elective
BSBTEC203	Research using the internet	Elective A
BSBTEC302	Design and produce spreadsheets	Elective A
BSBTEC303	Create electronic presentations	Elective A
BSBXCS302	Identify and report online security threats* (swapped elective)	Elective A
FSKDIG003	Use digital technology for non-routine workplace tasks	Elective B

Fees:

The current cost (at time of printing) for completion of this Certificate II in Applied Digital Technologies through iVet in this online and face to face blended delivery mode (with KGSC teacher as the trainer and assessor) is **$295.00.**

Option 2: ICT30120 Certificate III in Information Technology Vocational Education and Training Year 10, 11 or 12 subject

Year 10
Year 11
Year 12
VET

Registered Training Organisation 40548 iVet
Delivery Mode: Face to face and online (KGSC teacher as trainer and assessor)
QCE points: 6

Information about this Certificate III in Information Technology qualification and units of competency can be found at https://training.gov.au/Training/Details/ICT30120 . See also iVet documents:

- https://22669074.fs1.hubspotusercontent-na1.net/hubfs/22669074/Course%20flyers/QLD%20flyers/Student%20flyers/ICT30120%20SP%20Flyer_QLD.pdf
- https://www.ivetinstitute.com.au/wp-content/uploads/2023/05/2024-IVET-Course-Guide-QLD-DIGITAL.pdf

This qualification reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including animation, basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development. Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts.

This qualification is delivered through a partnership with iVet, utilising their online learning and assessment platform, with a KGSC eLearning teacher as the trainer and assessor.

Enrolment in this two-year qualification can occur up to the start of Term 2 in Year 10 or 11. **After this time, the HOD eLearning will need to seek approval from iVet to have students enrolled in this qualification before subject changes can be made.** It is a College requirement that Year 12 students complete their Certificate II qualification by the end of Term 3, so the student's timetable must allow for equivalent time to meet volume of learning requirements (see below) e.g., an additional "line" to complete this Certificate II VET qualification if enrolling after Term 2 Year 11 or in Year 12.

Structure

The volume of learning for a Certificate III is generally 6 semesters (or equivalent). IVet's standard (suggested) sequence of delivery is shown below. The weeks delivery per unit is based on a 70-week delivery period over 2 years.

Course duration:	**Required Weekly Time Commitment (Scheduled^)**			
2 Years	In-class	*5 hrs	Homework	*1.5 hr

**Scheduled hours means timetabled class time and time allotted for homework only. Further contributions to students' overall learning occur in a variety of ways e.g., during exam block sessions, Access and/or study lessons.*

The current course structure at time of printing is:

Unit code	Unit Title	Core/Elective
BSBXTW301	Work in a team	Core
ICTICT213	Use computer operating systems and hardware	Elective
ICTICT214	Operate application software packages (*swapped elective - see below)	Elective
ICTSAS311	Maintain computer hardware (new version of ICTSAS303)	Elective
ICTSAS308	Run standard diagnostic tests	Elective
BSBCRT301	Develop and extend critical and creative thinking skills	Core
ICTWEB306	Develop web presence using social media (*swapped elective - see below)	Elective
BSBXCS301	Protect own personal online profile from cyber security threats	Elective
ICTSAS305	Provide ICT advice to clients	Core
BSBXCS303	Securely manage personally identifiable information and workplace information	Core
ICTPRG302	Apply introductory programming techniques	Core
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	Core

iVet has advised that some elective units may be substituted/swapped with other elective units. Cybersecurity electives have been chosen as swapped electives based on industry advice)

Unit code	Unit Title	Core/Elective
BSBXCS302	Identify and report online security threats (*swapped elective)	Elective
CUAANM301	Create 2D Digital Animation	Elective
ICTICT215	Operate digital media technology packages	Elective
ICTICT309	Create ICT user documentation	Elective
ICTSAS214	Protect devices from spam and destructive software (*swapped elective)	Elective
ICTSAS309	Maintain and repair equipment and software	Elective
ICTWEB304	Build simple web pages	Elective
ICTWEB305	Produce digital images for the web	Elective

Fees:

The current cost (at time of printing) for completion of this Certificate III in Information Technologies through iVet in this online and face to face blended delivery mode (with KGSC eLearning teacher as the trainer and assessor) is **$605.00 ($345 in Year 1; $260 in Year 2)**.

Option 3: ICT30120 Certificate III in Information Technology choose from

Year 10
Year 11
Year 12
VET

3A General
3B Cyber Awareness
3C Apple Computer Focus
3D Networking OR
3E Web Development

Vocational Education and Training Year 10, 11 or 12 subject

Registered Training Organisation 0275 TAFE Queensland
Delivery Mode: Face-to- face one day per week over 12 months at TAFE Queensland Southbank Campus
QCE points: Up to 8

Information about this Certificate III in Information Technology (General) qualification and units of competency can be found at https://training.gov.au/Training/Details/ICT30120 . See also TAFE Qld information at https://tafeqld.edu.au/course/17/17940/certificate-iii-in-information-technology

This qualification reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including animation, basic cloud computing, basic cyber awareness, digital media skills, generalist IT support services, networking, programming, systems and web development. Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts.

This qualification is available through TAFE Queensland's TAFE at School Program, and enrolment is subject to TAFE Queensland enrolment and other procedures and deadlines for this program.

IMPORTANT: Applications for 2024 TAFE Queensland TAFE at School Program courses open in mid-July, and places fill quickly, so students must see the VET and Pathways Coordinator in the Flexible Learning Hub urgently to begin enrolment procedures if choosing this qualification option.

Duration is one day per week over 12 months at TAFE Qld South Bank. Students are timetabled into the VIT subject, supported by a KGSC eLearning teacher.

Structure

The following course structure is current at the time of printing:

Core Units:

Unit code	Unit Title
BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients

Option 3A General IT Support Stream Elective Units:

Unit code	Unit Title
ICTICT317	Maintain standard operating environments
ICTICT314	Connect internal hardware components
ICTSAS311	Maintain computer hardware
ICTSAS308	Run standard diagnostic tests
ICTSAS309	Maintain and repair ICT equipment and software
ICTSAS310	Install, configure and secure a small office or home office network

Option 3B Basic Cyber Security Awareness Stream Elective Units:

Unit code	Unit Title
BSBXCS301	Protect own personal online profile from cyber security threats
BSBXCS302	Identify and report online security threats
BSBXCS402	Promote workplace cyber security awareness and best practices
ICTSAS213	Maintain ICT system integrity
ICTSAS215	Protect and secure information assets
ICTSAS310	Install, configure, and secure a small office or home office network

Option 3C Mobile iOS Development Stream Elective Units:

Unit code	Unit Title
CUADIG304	Create visual design components
ICTICT214	Operate application software packages
ICTICT215	Operate digital media technology package
ICTICT216	Design and create basic organisational documents
ICTICT309	Create ICT user documentation
ICTPRG430	Apply introductory object-oriented language skills

Option 3D Networking Stream Elective Units:

Unit code	Unit Title
ICTCLD301	Evaluate characteristics of cloud computing solutions and services
ICTNWK307	Provide network systems administration
ICTNWK308	Determine and action network problems
INCTNWK309	Configure and administer network operating systems
ICTNWK310	Administer network peripherals
ICTNWK311	Install and test network protocols

Option 3E Web Development Stream Elective Units:

Unit code	Unit Title
CUADIG211	Maintain interactive content
ICTWEB304	Build simple web pages
ICTWEB305	Produce digital images for the web
ICTWEB306	Develop web presence using social media
ICTWEB431	Create and style simple markup language documents
ICTWEB451	Apply structured query language in relational databases

Fees:

The current cost (at time of printing) for completion of any one of the Certificate III in Information Technology options through the TAFE Queensland TAFE at School program in this face-to-face delivery (one day per week) mode at Southbank campus is **$3625.00.**

Assessment

A range of assessment tasks are used within assessment projects which may include:

- supervisor observations and checklists
- questions (verbal and/or written)
- review folio of work against specifications
- reviews of products or services against specifications
- checklists
- third party reports (e.g., structured work placement)

Other information

The subject code is VIT

All course information provided is current at the time of printing and is subject to change.

It is a requirement of the KGSC Senior School that students complete the relevant qualification by the end of Term 3 in Year 12. If students do not meet all requirements for the awarding of a Certificate, a Statement of Attainment is issued by the Registered Training Organisation, listing all unit of competencies completed. Specialised software is used in this subject. It is recommended that students install this software on their BYOx laptops, therefore it is recommended that laptops have higher specifications. For more information, see BYOx program information at: https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program

Diploma of Entrepreneurship and Innovation
Vocational Education and Training Year 10, 11 or 12 subject
10733NAT Diploma in Entrepreneurship and Innovation

Year 10
Year 11
Year 12
VET

Registered Training Organisation: Monarch Institute
RTO Code: 2437
Delivery Mode: Face to face and online
QCE points: Up to 8

10733NAT Diploma in Entrepreneurship and Innovation is delivered in collaboration with groei education through the Knoei Colab, a co-curricular youth incubator. The Knoei Colab helps students choose a path they love: start a business… fast track into University… get straight to work - or all 3!

If you're dreaming of starting a business that does things (more than a bit) differently, you'll love this uniquely constructed course. Instead of focusing on 'traditional' business smarts, you'll learn the skills you need to build something that's completely your own from a start-up. These are very different skills to working in an existing business. The Diploma of Entrepreneurship and Innovation was made for you. It's designed for creative thinkers, innovators, and doers who want to go from problems and ideas to launching real start-up solution.

Students will demonstrate the application of technical and theoretical knowledge and concepts in a range of professional environments, such as corporate, social enterprise and for purpose organisations. All students specialise their idea across a choice of industry sectors and are paired with industry mentors and experts through throughout the program to help them develop their idea. These sectors are sustainability, creative industries, manufacturing and tech.

See also information at https://training.gov.au/Training/Details/10733NAT and https://knoei.com.au/
Through the course, students will:

- apply their knowledge in idea generation, validation and start-up foundation and growth to recognise, analyse and respond to emerging market needs.
- use their initiative, knowledge and skills to work with autonomy and in a work team to challenge, test and reinvent ideas, synthesising and acting on information from a range of sources to generate concepts and options in response to unpredictable problems.
- apply a questioning mindset and critical and creative thinking skills to problem solving in a range of situations - they will express ideas and perspectives and apply the ability to calculate and manage risks (apply judgement) and tolerate ambiguity in uncertain and changing environments, required to realise visions of new ideas, products and business processes in the face of uncertainty and changing contexts.
- have the confidence, skills and knowledge to take responsibility for their own outputs and to lead by example to foster collaboration in work practices to supports and encourage innovation in the workplace.

Enrolment in this 18-month qualification can occur in Term 4 or Term 1 each year for Year 10-12 students. Year 12 students can complete the course after finishing school if required. After this time, the HOD eLearning will need to seek approval from Groei Education to have students enrolled in this qualification before subject changes can be made.

Partnerships and Programs

Australian Computer Society (ACS) Qld
This partnership supports students, teachers and the College by providing a connection to the largest ICT professionals network in Australia.

The ACS provides unique insights into new ICT developments and innovation (including entrepreneurship) particularly in the adoption of new digital technologies e.g

robotics	wearables
artificial intelligence and machine learning	3D printing/additive manufacturing
blockchains and distributed ledgers	augmented and virtual reality
drones	self driving vehicles
the Internet of Things	genomics

ACS student membership is recommended for students (approx. $70 + GST at time of print), and gives students access to:

- member portal resources including over 41 000 online digital courses
- professional development and networking events (parents and students attend Qld events for free)
- career development resources, including MySFIA industry self-assessment tool for skills profiling and career pathway mapping
- access to leading industry reports.

BOP Industries Young Entrepreneurs Hub

KGSC partners with Scott Miller from BOP Industries and his Young Entrepreneurs Hub (based in a start-up co-working space in the city) to provide students with the opportunity to engage with entrepreneurship. Students who have been through the YEH program are encouraged to apply for this Diploma of Entrepreneurship and Innovation, and may be able to apply for Recognition of Prior Learning https://www.bopindustries.com/yehub/kgsc

Gateway to Industry Schools Programs

Through engagement and participation in the Gateway to Industry Schools Programs , Teachers and students are strongly connected to these industries which are being transformed through digital solutions using digital technologies. These include: ICT; Advanced Manufacturing; Qld Minerals and Energy Academy; Screen and Media and Health. More information about these programs can be found at https://desbt.qld.gov.au/training/employers/gateway-schools

Pathways

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

- achieve a nationally accredited qualification while still at secondary school
- earn ATAR selection rank of up to 87 with recognised credit pathways with a number of Universities.
- gain up and up to 8 QCE points
- build a start-up and potentially gain investment or customers.

The Diploma can also be used as a pathway into university and may provide academic credit towards undergraduate study. Students undertake the Diploma studies at school alongside their regular senior school curriculum either in a timetabled class or attending a virtual tutorial with other students from other schools (these are generally run through the school day). Pathways for the program include University credit pathways, industry internships, investment and customers in your own start-up business.

Structure

The current course structure at time of printing is:

Unit code	Unit Title	Core/Elective
BSBCRT311	Apply critical thinking skills in a team environment	Core
DENVAL001	Validate Product Idea	Core
DENMVP002	Define a minimum viable product	Core
DENFUN003	Secure funding to launch and grow a start-up	Core
BSBMKG543	Plan and interpret market research	Core
BSBPMG430	Undertake Project Work	Elective
BSBMKG541	Identify and Evaluate Marketing Opportunities	Elective
BSBPEF502	Develop and Use Emotional Intelligence	Elective
BSBTWK401	Build and maintain business relationships	Elective

BSBESB401	Research and develop business plans	Elective

Fees:

The current cost (at time of printing) for completion of this Diploma of Entrepreneurship and Innovation through Groei Education and Monarch Institute in this online and face to face blended delivery mode is **$3495.00 with a $395 non-refundable enrolment fee.**

Assessment

A range of assessment tasks are used within assessment projects which may include:

- supervisor observations and checklists
- questions (verbal and/or written)
- review folio of work against specifications
- reviews of products or services against specifications
- checklists
- third party reports (e.g., structured work placement).

Other information

The subject code is VDE
All course information provided is current at the time of printing and is subject to change.

It is a requirement of the KGSC Senior School that students complete the relevant qualification by the end of Term 3 in Year 12. However, Groei Education does allow Year 12 students to finalise the course after graduation if needed.
If students do not meet all requirements for the awarding of a Certificate, a Statement of Attainment is issued by the Registered Training Organisation, listing all unit of competencies completed.

Specialised software may be used in this subject. It is recommended that students install this software on their BYOx laptops, therefore it is recommended that laptops have higher specifications. For more information, see BYOx program information at: https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program

For more information, contact Head of Department, eLearning, or the VET and Pathways Coordinator.

Foundation Physical Education
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Physical Education and/or Sports and Recreation.

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
Anatomy and Biomechanics Swimming	Exercise Physiology Touch Football	Games Analysis Volleyball	Sport Psychology Golf

Assessment

Assessment for Foundation Physical Education will involve both theory/multimodal tasks, as well as physical performance assessments.

Unit 1	Unit 2	Unit 3	Unit 4
Internal assessment 2 (IA1): Investigation — report (20%)	Internal assessment (IA2): Examination — combination response (20%)	Internal assessment 1 (IA3): Project — folio (20%)	internal assessment 1 (IA4): Project — folio (20%)
Physical Performance (5%)	Physical Performance (5%)	Physical Performance (5%)	Physical Performance (5%)

Physical Education
General Year 11 Year 12 subject

Year 11
Year 12
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%

Foundation Sport and Recreation
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Sport and Recreation.

Foundation Sport and 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 Foundation Sport and 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

Unit 1	Unit 2	Unit 3	Unit 4
Weights and Fitness	Water Safety & Survival Skills, First aid & CPR	Rock Climbing	Officiating

Assessment

Throughout the course of the subject, students will undertake the following range of assessment genres.

Unit 1	Unit 2	Unit 3	Unit 4
Investigation	Performance	Investigation	Performance
A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response involves the application of identified 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 includes locating and using information beyond students' own knowledge and the data they have been given.	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.
Presented in one of the following modes: written: 600–1000 words	2–4 minutes*	Presented in one of the following modes: written: 600–1000 words	2–4 minutes*

Please note this subject includes a course fee of $90 to cover the rock climbing unit.

Sport and Recreation
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

Sport and 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 and 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

Unit 1	Unit 2	Unit 3	Unit 4
Module 1: Cultural Games This module studies the link between culturally specific sports and societies. Students will be introduced to a variety of games	**Module 3: Officiating** This module studies the skills involved in officiating. Successfully being able to participate in, and officiate, a variety of sports will encourage lifelong recreational pursuits to take place.	**Module 5: Camp Craft** This module studies camp craft and hiking. Students will be introduced to a variety of skills and equipment that will enable them to be able to plan and participate in a 3 day hike/ camp.	**Module 7: Weights and Fitness** This module studies Fitness Components, training methods and training. This knowledge is essential for planning training programs involving successful conditioning for sport performance and ensuring a healthy and fit lifestyle.
Module 2: SCUBA This module the theory and skills need to successfully participate in a SCUBA dive.	**Module 4: Tournaments** This module studies a variety of tournaments and the importance they hold in today's world and how they are planned for and implemented. Students will facilitate the organisation and running of a tournament.	**Module 6: Rock climbing** This module studies the theory and practical skills of rock climbing and bouldering.	**Module 8: Initiative Games** This module studies initiative games, group dynamics, teamwork and problem solving. These skills are vital to any situation that teamwork and problem solving is needed, be it in the city or bush.

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.

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Project— written response and performance	25%	Summative internal assessment 3 (IA3): Investigation — researched written response	25%
Summative internal assessment 2 (IA2): Performance — physical response	25%	Summative external assessment (EA): Performance — physical response	25%

* Evidence must include annotated records that clearly identify the application of standards to performance.
Please note the Sport and Recreation Subject for year 11 and 12 has a fee of $130 for year 11 to cover the Scuba course (with an option of an addition $395 to receive scuba accreditation), and $450 for year 12 to cover the rock climbing and camping units including the camp that is a compulsory component of the assessment.

Sports Performance Analysis
Specialised Year 10 Subject

Year 10
Specialised

Contemporary professional sporting organizations use a wide range of complex data gathering and analysis tools to improve athlete's performance and this course will provide students with pathway into this industry. Current practice in the field of sports performance utilizes; fitness testing and protocols that are applicable to an athlete's sport, video coding and tagging, gathering and analysis of statistics and technique analysis. Students will be provided the opportunity to experience and use these performance enhancing tools with a real world application. Students will have developed a skill set that could potentially kick-start a career in the analysis of sports performance.

Sports Performance Analysis provides students with opportunities to learn in, through and about sport, in particular elite and professional sporting contexts, examining their role facilitation of elite sporting performance. Students examine the various ways in which performance is quantified, and explore the links between these quantifiable measures and quality performance. They consider the influence these measures have on the development of coaching strategies, and more broadly, the professional considerations of coaches.

Students utilise a range of tools and technologies to analyse the performance of athletes, provide feedback on their performance and propose strategies to enhance performance. Students are involved in acquiring, applying and evaluating information about and in elite sports performances, investigating solutions to individual and team challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport performance and training. They examine the effects of analysis technologies on individuals, teams and leagues, investigate the role of sport performance analysis in the development and evolution of elite sport.

Pathways

A course of study in Sports Performance Analysis can establish a basis for further education and employment in the fields of elite sports development and 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 performance analysis contexts
- describe concepts and ideas about sport performance analysis using terminology and examples
- apply concepts and adapt procedures, strategies and physical responses in sports performance analysis contexts
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sports performance
- create communications that convey meaning for particular audiences and purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Statistics in Sport	VALD Performance	Testing Physical Capacities: GPS Monitors	Project Based Learning: RBWH, VALD, Brisbane Lions

Assessment

For Sports Performance Analysis, assessment from Units 1 - 4 is used to determine the student's exit result, and consists of four instruments, including:

- one project
- one investigation,
- two professional facilitations

Project	Investigation	Extended response
A solution 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 Understanding of an examination aimed to test the strength of an athlete using specific equipment or protocols.
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: Performance: 3-4 minutes.

Foundation Health
Year 10 Subject

Year 10
Foundation

This subject will lead into Year 11 Health.

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 Developing health resilience in Year 10 students at KG	**Peers and family as resources for healthy living** Body image	**Community as a resource for healthy living** Anxiety	**Community as a resource for healthy living** Anxiety

Assessment

Assessment for Foundation Health will involve assessment tasks of similar structure to Health but will cover different elective topics.
Students will receive an overall subject result (A–E).

Summative assessments

Unit 1	Unit 2	Unit 3	Unit 4
Summative internal assessment 1 (IA1): Investigation — analytical exposition (25%)	Summative internal assessment 3 (IA2): Examination —extended response (25%)	Summative internal assessment 2 (IA3): Investigation — action research task (25%)	Summative internal assessment 4 (IA4): Investigation — action research task (25%)

Health
General Year 11 and Year 12 Subject

Year 11
Year 12
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 Developing health resilience as an individual	**Peers and family as resources for healthy living** Alcohol	**Community as a resource for healthy living** Road safety	**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).

Formative assessments (Year 11)

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): • Investigation —analytical exposition	30%	Formative internal assessment 3 (FIA3): • Examination — extended response	35%
Formative internal assessment 2 (FIA2): • Examination — extended response	35%	Start Unit 3	

Summative assessments (Year 12)

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%

Football
School of Excellence

School of Excellence

The Football School of Excellence provides students with a pathway into elite sport. With a focus on the four pillars of Long Term Athletic Development; physical, technical, tactical and mental, the Football School of Excellence provides a comprehensive program to prepare athletes for elite level competition.

The Football School of Excellence allows students to study Football as one of their six timetabled subjects.
A wide range of professionals are engaged to aid in the athletic development of our students.

Our Football coaching staff include Remo Beuss (Swiss International), Jake Minnett (Australian Schoolboy Rep), Jordan Manning (Qld Roar Coach), Isaka Cernak (Former Socceroo), Dante Stehn, Chelsea Blissett (Melbourne City current player) Tom Kenny and Jason Kearton

All athletes in the Schools of Excellence undergo a Physiotherapy Screening or Physical Competence Assessment with Physiotherapists Michael and Jo Dalgleish.

Strength and Conditioning sessions with Trainer Dante Stehn (QAS Head S&C Football Coach) take place each week to develop athletes' physical capacity, to enhance performance and avoid injury.

Exercise Physiologist, Todd Snowdon, assists injured athletes with the rehabilitation plan, in conjunction with treatment and triage provided by Michael Dalgleish.

From Year 10, students enrolled in the School of Excellence undertake a Certificate II (SIS20321) & III (SIS 30521) in Sports Coaching through TAFE Queensland (RTO0275). This not only provides them with a meaningful qualification, but aides in their understanding of the body and physical adaptations to training.

Pathways

The primary focus of the Schools of Excellence is to assist athletes in exploring a pathway to elite sport. There are a range of other pathways however, that can be supported by studying the Football School of Excellence, including coaching, exercise science, sport marketing and management, sport promotion, sport development and coaching.

Assessment

Students receive semester reports detailing their progress on Personal Qualities, Physical Capacities, Skills and Tactical Progress, and Psychological Performance. Students also receive an annual assessment of their Physical Competence by Physiotherapists, Michael and Jo Dalgleish.

Fee Structure

Involvement in the School of Excellence attracts additional fees, which cover:

- Sports Excellence Uniform
- Coaching
- Strength & Conditioning Sessions
- Physiotherapy Screening or PCA
- Physiotherapy Triage
- Sport Psychology Sessions
- Match and Transport Fees for competitions
- Injury Rehabilitation Sessions with Exercise Physiologist.

Entry

Entry into the School of Excellence is through application and trial process.
Contact the Football Excellence Coordinator, Jason Tobin, for details on the current Fee Structure, and Application Process.

Golf
School of Excellence

School of Excellence

The Golf School of Excellence provides students with a pathway into elite sport. With a focus on the four pillars of Long Term Athletic Development; physical, technical, tactical and mental, the Golf School of Excellence provides a comprehensive program to prepare athletes for elite level competition.

The Golf School of Excellence allows students to study Golf as one of their six timetabled subjects.

A wide range of professionals are engaged to aid in the athletic development of our students. We have strong links with both Indooroopilly Golf Club and Keperra Country Golf Club as well as Victoria Park Golf Complex, and engage their teaching professionals, Richard Harris, Glenn Domigan, Ryan Fowler and Chris Rutherford to work with our athletes.

All athletes in the Schools of Excellence undergo a Physiotherapy Screening or Physical Competence Assessment with Physiotherapists Michael and Jo Dalgleish. Strength and Conditioning sessions with Brad Pillette-Hughes take place each week to develop athletes' physical capacity, to enhance performance and avoid injury. Exercise Physiologist, Todd Snowdon, assists injured athletes with the rehabilitation plan, in conjunction with treatment and triage provided by Michael Dalgleish.
Sport Psychologist, Tristan Coulter, works with our golf athletes each term.

From Year 10, students enrolled in the School of Excellence undertake a Certificate II (SIS20321) & III (SIS 30521) in Sports Coaching through TAFE Queensland (RTO0275). This not only provides them with a meaningful qualification, but aides in their understanding of the body and physical adaptations to training.

Pathways

The primary focus of the Schools of Excellence is to assist athletes in exploring a pathway to elite sport. There are a range of other pathways however, that can be supported by studying the Golf School of Excellence, including coaching, exercise science, sport marketing and management, sport promotion, sport development and coaching.

Assessment

Students receive semester reports detailing their progress on Personal Qualities, Physical Capacities, Skills and Tactical Progress, and Psychological Performance. Students also receive an annual assessment of their Physical Competence by Physiotherapists, Michael and Jo Dalgleish.

Fee Structure

Involvement in the School of Excellence attracts additional fees, which cover:

- Sports Excellence Uniform
- Coaching & Green Fees
- Transport to and from the golf course for lessons
- Strength & Conditioning Sessions
- Physiotherapy Screening or PCA
- Physiotherapy Triage
- Sport Psychology Sessions
- Match and Transport Fees for competitions
- Injury Rehabilitation Sessions with Exercise Physiologist.

Entry

Entry into the School of Excellence is through application and trial process.

Contact the Golf Excellence Coordinator, Tony Robertson, for details on the current Fee Structure and Application Process.

Tennis
School of Excellence

School of Excellence

The Tennis School of Excellence provides students with a pathway into elite sport. With a focus on the four pillars of Long Term Athletic Development; physical, technical, tactical and mental, the Tennis School of Excellence provides a comprehensive program to prepare athletes for elite level competition.

The Tennis School of Excellence allows students to study Tennis as one of their six timetabled subjects.

A wide range of professionals are engaged to aid in the athletic development of our students. Our highly credentialed Tennis coaching staff include Greg Smith, Alan Ross, Brad Johns and Alex Aley.

All athletes in the Schools of Excellence undergo a Physiotherapy Screening or Physical Competence Assessment with Physiotherapists Michael and Jo Dalgleish. Strength and Conditioning sessions with Acceleration Australia take place each week to develop athletes' physical capacity, to enhance performance and avoid injury. Exercise Physiologist, Todd Snowdon, assists injured athletes with the rehabilitation plan, in conjunction with treatment and triage provided by Michael Dalgleish. Sport Psychologist, Tristan Coulter, undertakes fortnightly sessions with our Tennis athletes, and yoga sessions are conducted fortnightly as a part of the recovery process.

From Year 10, students enrolled in the School of Excellence undertake a Certificate II (SIS20321) & III (SIS 30521) in Sports Coaching through TAFE Queensland (RTO 0275). This not only provides them with a meaningful qualification, but aides in their understanding of the body and physical adaptations to training.

Pathways

The primary focus of the Schools of Excellence is to assist athletes in exploring a pathway to elite sport. There are a range of other pathways however, that can be supported by studying the Tennis School of Excellence, including coaching, exercise science, sport marketing and management, sport promotion, sport development and coaching.

Assessment

Students receive semester reports detailing their progress on Personal Qualities, Physical Capacities, Skills and Tactical Progress, and Psychological Performance.
Students also receive an annual assessment of their Physical Competence by Physiotherapists, Michael and Jo Dalgleish.
Fee Structure
Involvement in the School of Excellence attracts additional fees, which cover:

- Sports Excellence Uniform
- Coaching
- Strength & Conditioning Sessions
- Physiotherapy Screening or PCA
- Physiotherapy Triage
- Sport Psychology Sessions
- Match and Transport Fees for competitions
- Injury Rehabilitation Sessions with Exercise Physiologist
- Yoga.

Entry

Entry into the School of Excellence is through application and trial process.

Contact the Tennis Excellence Coordinator, Trent Steele, for details on the current Fee Structure, and Application Process.

Volleyball
Schools of Excellence

School of Excellence

The Volleyball School of Excellence provides students with a pathway into elite sport. With a focus on the four pillars of Long Term Athletic Development; physical, technical, tactical and mental, the Volleyball School of Excellence provides a comprehensive program to prepare athletes for elite level competition.

The Volleyball School of Excellence allows students to study Volleyball as one of their six timetabled subjects.

All athletes in the Schools of Excellence undergo a Physiotherapy Screening or Physical Competence Assessment with Physiotherapists Michael and Jo Dalgleish.

Strength and Conditioning sessions with Trainer Jessica Ryder, take place each week to develop athletes' physical capacity, to enhance performance and avoid injury.

Exercise Physiologist, Todd Snowdon, assists injured athletes with the rehabilitation plan, in conjunction with treatment and triage provided by Michael Dalgleish.

Sport Psychologist, Tristan Coulter, undertakes fortnightly sessions with our Volleyball athletes.

From Year 10, students enrolled in the School of Excellence undertake a Certificate II (SIS20321) & III (SIS 30521) in Sports Coaching through TAFE Queensland (RTO0275). This not only provides them with a meaningful qualification, but aides in their understanding of the body and physical adaptations to training.

Pathways

The primary focus of the Schools of Excellence is to assist athletes in exploring a pathway to elite sport. There are a range of other pathways however, that can be supported by studying the Volleyball School of Excellence, including coaching, exercise science, sport marketing and management, sport promotion, sport development and coaching.

Assessment

Students receive semester reports detailing their progress on Personal Qualities, Physical Capacities, Skills and Tactical Progress, and Psychological Performance. Students also receive an annual assessment of their Physical Competence by Physiotherapists, Michael and Jo Dalgleish.

Fee Structure

Involvement in the School of Excellence attracts additional fees, which cover:

- Sports Excellence Uniform
- Coaching
- Strength & Conditioning Sessions
- Physiotherapy Screening or PCA
- Physiotherapy Triage
- Sport Psychology Sessions
- Match and Transport Fees for competitions
- Injury Rehabilitation Sessions with Exercise Physiologist
- Yoga.

Entry

Entry into the School of Excellence is through application and trial process.

Contact the Volleyball Excellence Coordinator, Lachlan Dignan, for details on the current Fee Structure and Application Process.

SIS20321 Certificate II SIS30521 Certificate III Dual Qualification in Sports Coaching

Vocational Education and Training Year 10, 11 and 12 subject

Registered Training Org 0275 TAFE Queensland

Year 10
Year 11
Year 12
VET

This dual qualification in Sports Coaching provides students with the knowledge and practical experience base, required to work in the sports coaching industry. Students are enrolled through TAFE Queensland including a partnership with Queensland Rugby. There are 14 units of competency to be completed, alongside 30 hours of practical assessments within the course.

Pathways

This entry level qualification provides students with knowledge and practical skills needed to conduct coaching sessions in community-based sporting clubs and organisations. Students will gain a range of essential coaching skills required to work under the supervision of a coach to engage participants in sport. Upon successful completion of this course students will be ready for work in community-based sport and provides the basis for sport specific higher level coaching qualifications.

Objectives

At the conclusion of this course of study, students will:

- Develop knowledge and understanding in coaching principles in a range of sports
- Demonstrate coaching skills effectively, ability to instruct and work with athletes, deliver coaching sessions.

Structure

14 units of competency must be completed, which includes a practical component. The Certificate II is funded by VETiS for eligible students. Cert III is fee for service.

Certificate II in Sports Coaching

Unit code	Unit Title
SIRXWHS001	Work Safely
SISSPAR008	Maintain personal wellbeing as an athlete
SISSPAR009	Participate in conditioning for sport
SISSSCO001	Conduct sport coaching sessions with foundation level participants
HLTAID011	Provide First Aid
SISSSCO002	Work in a community coaching role
SISXCAI001	Provide equipment for activities

Certificate III in Sports Coaching

Unit code	Unit Title
BSBOPS403	Apply business risk management
HLTWHS001	Participate in WHS
SISSSCO003	Meet participant coaching needs
SISSSCO005	Continuously improve coaching skills and knowledge
SISSSCO012	Coach sport participants to an intermediate level
SISSSCO015	Prepare participants for sport competition
SISSSPT001	Implement sport injury prevention and management strategies

Foundation Biology
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Biology.

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

Term 1	Term 2	Term 3	Term 4
The Meaning Of Life Cells Cell membrane Classification	DNA and genetics Plant Systems Gas exchange and transport systems Osmoregulation in plants	Ecosystem dynamics DNA and genetics	Continuity Of Life On Earth Geological Time Natural selection and Evolution

Assessment

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

Semester 1		Semester 2	
Task 1 Student experiment	20%	Task 3 Research investigation	20%
Task 2 Examination	30%	Task 4 Examination	30%

Biology
General Year 11 and Year 12 subject

Year 11
Year 12
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 colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
Examination</td></tr>
</table>

Foundation Chemistry
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Chemistry.

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

Term 1	Term 2	Term 3	Term 4
Atomic Structure Atomic structure Electron configuration Periodic table and trends Types of bonding Introduction to Lewis dot structure	**Chemical reactions** Classifying chemical reactions Solubility Rates of chemical reactions	**Stoichiometry** Mole concept Mass-mass calculation Concentration - Molarity Volumetric analysis	**Organic Chemistry** Hydrocarbons Combustion Enthalpy Fuels

Assessment

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

Semester 1		Semester 2	
Task 1 Research investigation	20%	Task 3 Student experiment	20%
Task 2 Examination	30%	Task 4 Examination	30%

Chemistry
General Year 11 and Year 12 subject

Year 11
Year 12
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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data test	10%	Summative internal assessment 3 (IA3): Research investigation	20%
Summative internal assessment 2 (IA2): Student experiment	20%		
Summative external assessment (EA): 50% Examination			

Foundation Engineering / Physics
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Engineering and/or Year 11 Physics.

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

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

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Objectives

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

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

Structure

Term 1	Term 2	Term 3	Term 4
Motion and Energy Scalars and vectors Average speed and velocity Motion-time graphs Acceleration Vertical motion Kinematics Newton's Laws	**Gravity and Motion** Forces Introduction to friction Energy changes **Electricity** Electric charges Electric currents Resistors and resistance Power supply Series and parallel circuits	**Materials** Introduction to torque Materials and forces Stress and Strain Young's Modulus Folio (truss building)	**Mechanics - Statics** Concurrent forces Non-concurrent forces Resultant forces Equilibrant forces Force triangles Beams

Assessment

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

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

Semester 1		Semester 2	
Task 1 Research investigation	20%	Task 3 Folio	25%
Task 2 Examination	30%	Task 4 Examination	25%

Engineering
General Year 11 and Year 12 subject

Year 11
Year 12
General

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

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

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

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society Engineering history The problem-solving process in Engineering Engineering communication Introduction to engineering mechanics Introduction to engineering materials	**Emerging technologies** Emerging needs Emerging processes and machinery Emerging materials Exploring autonomy	**Statics of structures and environmental considerations** Application of the problem-solving process in Engineering Civil structures and the environment Civil structures, materials and forces	**Machines and mechanisms** Machines in society Materials Machine control

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	25%
Summative internal assessment 2 (IA2): Examination	25%	Summative external assessment (EA): Examination	25%

Physics
General Year 11 and Year 12 subject

Year 11
Year 12
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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data test	10%	Summative internal assessment 3 (IA3): Research investigation	20%
Summative internal assessment 2 (IA2): Student experiment	20%		
Summative external assessment (EA): 50% Examination			

Foundation Psychology
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Psychology.

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

Term 1	Term 2	Term 3	Term 4
Introduction to Psychology Research methods in psychology Biological bases of mental life and behaviour Sensation and perception	Learning Memory	Social psychology Interpersonal Processes Attraction Emotion Body Language	Attitudes and Behaviour Sports Psychology Sensation and Perception Sleep and Consciousness

Assessment

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

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

Semester 1		Semester 2	
Task 1 Student experiment	20%	Task 3 Research investigation	20%
Task 2 Examination	30%	Task 4 Examination	30%

Psychology
General Year 11 and Year 12 subject

Year 11
Year 12
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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data test	10%	Summative internal assessment 3 (IA3): Research investigation	20%
Summative internal assessment 2 (IA2): Student experiment	20%		
Summative external assessment (EA): 50% Examination			

Foundation Science in Practice
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Science in Practice.

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

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

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

Pathways

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

Objectives

By the conclusion of the course students should:

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Structure

Term 1	Term 2	Term 3	Term 4
The Universe	**Structures**	**Geological time**	**Coastal climates**
Stars	Forces in a structure	Skeletal structures	Natural influences on climates
Cosmology	Building foundations	Geological time scales	Coastal geomorphology
Earth and life	Design standards	Dating techniques	Changing environment
Space tourism of a planet	Design an earthquake proof building	Reconstructing dinosaurs	

Assessment

For Foundation Science in Practice assessment is used to determine the student's overall subject result, and consists of four instruments:

Term 1	Term 2	Term 3	Term 4
Extended response - a technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	Project – a response to a single task, situation and/or scenario.	Collection of work - a response to a series of tasks relating to a single topic in a module of work.	Investigation – a response that includes locating and using information beyond students' own knowledge and data they have been given.

Science in Practice
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

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

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

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

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

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes. Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical scientific situations.

Pathways

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

Objectives

By the conclusion of the course of study students should:

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Structure

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

Unit option	Unit title
Unit option A	Consumer science
Unit option B	Ecology
Unit option C	Forensic science
Unit option D	Disease
Unit option E	Sustainability
Unit option F	Transport

Assessment

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

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: • Product: 1 • Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Foundation Italian
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Italian.

Italian provides students with the opportunity to reflect on their understanding of the Italian 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 Italian-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 Italian 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 Italian 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 Italian 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 Italian.

Fees

A resource fee of $20 is payable for each semester of Italian.

Structure

Term 1	Term 2	Term 3	Term 4
In giro per l'Italia-Going around Italy. Why Italy is a favourite travel destination. Cities to visit and things to do. How to enjoy Italian culture when travelling. Means of transport in Italy.	**Made in Italy: una storia di successo- Made in Italy a successful story** Fashion and design in Italy. The Made in Italy brand. Enduring cultural icons.	**L'Italia nel mondo – Italy throughout the world.** What Italian migrants are achieving in the world. Early Italian migrants in Australia. Young Italian migrants in Australia today.	**I giovani e il futuro.- young people and the future** Jobs of the future. Youth employment in Italy. The concerns of young Italians. New problems and new solutions.

Assessment

Semester 1	Semester 2
Term 1: Examination – Short response: Analysing audio and written Italian texts in English. (Reading and listening) **Term 2: Examination – Combination response:** **Part 1** a. Short response: Analysing audio and written Italian texts in English. (Reading and listening) b. Creating Italian texts with Italian stimulus. (Writing) **Part 2** Examination: Exchanging information and ideas in spoken Italian. (Speaking)	**Term 3: Presentation** – Analysing Italian texts in Italian spoken presentation. (Speaking presentation) **Examination** - Exchanging information and ideas in spoken Italian. (Speaking) **Term 4: Examination – Combination response:** Short response: Analysing audio and written Italian texts in English. (Reading and listening) Creating Italian texts with Italian stimulus. (Writing)

Previous study of Italian is advantageous. If you are a new or returning student to Italian please contact the Italian Coordinator to organise an individual bridging plan.

Italian
General Year 11 and Year 12 subject

Year 11
Year 12
General

Italian provides students with the opportunity to reflect on their understanding of the Italian 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 Italian-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 Italian 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 Italian 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 Italian 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 Italian.

Fees

A resource fee of $20 is payable for each semester of Italian.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
La mia vita **My world** Family/carers and friends Lifestyle and leisure Education	**Esplorando il mondo** **Exploring our world** Travel Technology and media The contribution of Italian culture to the world	**La nostra società** **Our society** Roles and relationships Socialising and connecting with my peers Groups in society	**Il mio futuro** **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%

Previous study of Italian is advantageous. If you are a new or returning student to Italian please contact the Italian Coordinator to organise an individual bridging plan.

Foundation Japanese
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Japanese.

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts. Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

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

Pathways

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

Objectives

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

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

Fees

A resource fee of $20 is payable for each semester of Japanese.

Structure

Semester 1	Semester 2
Topic: The World Around Us In Unit 1, students explore the popularity of local and international school organized trips in Japan and Australia. Topic: Health and Wellbeing In Unit 2, students explore the importance of mental and physical wellbeing, and creating a balanced lifestyle.	Topic: Lifestyle and Leisure In Unit 3, students explore how interests, preferences and participation in events, shape personal identity and reflect individual and group attitudes and values. Topic: Celebrations and Customs In Unit 4, students explore the diversity of celebrations in their social sphere and those of their peers in Japanese speaking communities.

Assessment

Semester 1	Semester 2
Term 1: Short Response Exam Short responses in English to Japanese audio, written and visual stimuli **Term 2: Combined Response Exam** **Part 1** a. Short responses in English to Japanese audio, written and visual stimuli b. Written response section in Japanese **Part 2** Spoken response in Japanese (student centred conversation with teacher in Japanese)	**Term 3: Extended Response Assessment** Part 1 A prepared individual multi-modal response to Japanese stimuli Part 2 Spoken response- Follow up interview with teacher **Term 4: Short Response Exam** Short responses in English to Japanese audio, written and visual stimuli

Previous study of Japanese is advantageous. If you are a new or returning student to Japanese, please contact the Japanese Coordinator to organise an individual bridging plan.

Japanese
General Year 11 and Year 12 subject

Year 11
Year 12
General

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts. Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

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

Pathways

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

Objectives

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

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

Fees

A resource fee of $20 is payable for each semester of Japanese.

Structure

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

Assessment

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

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

Summative assessments

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

Previous study of Japanese is advantageous. If you are a new or returning student to Japanese, please contact the Japanese Coordinator to organise an individual bridging plan.

Senior External Examination Languages

The following languages are offered through Senior External Examination (SEE) syllabuses.

- Arabic
- Chinese — full form characters
- Indonesian
- Korean
- Latin
- Modern Greek
- Polish
- Punjabi
- Russian
- Tamil
- Vietnamese.

Assessment

All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination.

For more information, contact Head of Department, Global Engagement and International Programs.

Foundation Dance
Year 10 Subject

Year 10 Foundation

This subject will lead into Year 11 Dance.

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.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints. Historical, current and emerging dance practices, works and artists are explored in global and Australian contexts. 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.

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 and skills
- 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

Semester 1	Semester 2
Unit 1: Commercial Exposure How are the dance elements used by choreographers in the media and entertainment industries? How is dance used as a marketing tool and profitable enterprise? What are some potential avenues for employment in the commercial dance industry? What unique dance skills do commercial dancers need to develop? Through inquiry learning the following is explored: How do performers utilise dance elements and technical/expressive skills to appeal to a commercial audience? **Unit 2: Australian Footprints** Who are the key figures that have shaped dance in Australia? How has Stephen Page influenced the development of Australian contemporary dance genre? How do his works provide a voice for Indigenous Australians? What are the most significant Australian dance works? Through inquiry learning, the following is explored: How do choreographers manipulate dance elements to communicate narratives that are uniquely Australian?	**Unit 3: International Footprints** Who are the key figures that have shaped contemporary dance internationally? How have Alvin Ailey and Christopher Bruce influenced the development of this genre? How can we utilise their philosophies to communicate social issues that surround us? Through inquiry learning, the following is explored: How do choreographers manipulate dance elements to communicate the impact of significant historical/cultural/social events?

Assessment

Semester 1	Semester 2
Unit 1: • Performance Unit 2: • Appreciation - Extended Response under exam conditions • Choreography	Unit 3: • Appreciation - Extended response under exam conditions • Integrated Project - Multimodal presentation (Performance and Choreography)

Dance
General Year 11 and Year 12 subject

Year 11
Year 12
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?	**Moving through environments** How does the integration of the environment shape dance to communicate meaning?	**Moving statements** How is dance used to communicate viewpoints?	**Moving my way** How does dance communicate meaning for me?
Genres: Contemporary at least one other genre	**Genres:** Contemporary at least one other genre	**Genres:** Contemporary at least one other genre	**Genres:** Fusion of movement styles
Subject matter: • meaning, purpose and context • historical and cultural origins of focus genres	**Subject matter:** • physical dance environments including site-specific dance • virtual dance environments	**Subject matter:** • social, political and cultural influences on dance	**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>

Foundation Drama
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Drama and/or Drama in Practice.

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. 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

Semester 1	Semester 2
Unit 1 (Term 1): Real Voices In this unit, students explore the historical, geographical and cultural contexts underpinning the selected playscript, *The Crucible* by Arthur Miller. They will create believable and purposeful characterisations through the study of the play. Students will develop a practical understanding of realistic and believable acting techniques through an exploration of Stanislavski's system of acting, as well as other key forms of actor training.	**Unit 3 (Term 3): Past Voices** Students will engage in a practical exploration of one of Shakespeare's tragedies (*Macbeth* or *Romeo and Juliet*) and become deeply familiar with the characters, themes, and issues of the play, as well as considering the enduring power of the language and relevance of the text. Students will then delve into the style of Physical Theatre and apply the skills of devising and directing to breathe new life into Shakespeare's text. Students will further develop their appreciation of how the d**ra**matic languages can be manipulated to engage modern audiences by analysing and evaluating theatre.

Unit 2 (Term 2): Lost Voices	Unit 4 (Term 4): Challenging Voices
This unit allows students to develop an understanding and appreciation of Indigenous perspectives as they explore the play text *Black Diggers* by Tom Wright, which gives voice to Indigenous servicemen in World War I. Students will analyse and evaluate a live recorded performance of the text. They will also explore different forms of storytelling and gain an understanding of the Collage Drama form and apply these conventions dramatically through script writing.	Students study the Theatre of the Absurd and explore how theatre has the power to make social comment. In this unit, students develop the knowledge, understanding and skills required to present dramatic works that aspire to voice the difficult questions of human conscience and challenge our understanding of the world. Specifically, they manipulate the conventions of Absurdism and the elements of drama to educate, empower, challenge and entertain audiences in performance and to explore political, social and philosophical contexts.

Assessment

Semester 1	Semester 2
Performance Students will present in groups in the style of Realism. **Responding** Students will respond to a stimulus. They are required to analyse, synthesise, evaluate and justify information to develop an extended response. **Forming (Making)** Students will write a script using the requisite conventions of the style of theatre.	**Forming (Making)** In groups, students transform a scene from the heritage play text to create new meaning for a 21st century audience. Groups present their directorial vision in a multi-modal pitch and perform their scene. **Responding** Students will respond to a stimulus. They are required to analyse, synthesise, evaluate and justify information to develop an extended response. **Performance** Students will perform a section of the selected play text using the conventions of Theatre of the Absurd.

Drama
General Year 11 and Year 12 subject

Year 11
Year 12
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?	**Reflect** How is drama shaped to reflect lived experience?	**Challenge** How can we use drama to challenge our understanding of humanity?	**Transform** How can you transform dramatic practice?
• Cultural inheritances of storytelling • Oral history and emerging practices • A range of linear and non-linear forms	• Realism, including Magical Realism, Australian Gothic • Associated conventions of styles and texts	• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • Associated conventions of styles and texts	• Contemporary performance • Associated conventions of styles and texts • Inherited texts as stimulus

Assessment

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

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

Summative assessments

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

Drama in Practice
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

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

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities. Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

Pathways

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

Objectives

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

- use drama practices
- plan drama works
- communicate ideas
- evaluate drama works.

Structure

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

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

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

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.	**Devised scene** Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.	**Director's brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of the director's brief** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.	**Performance** Performance (live or recorded): up to 4 minutes

Foundation Film, Television and New Media
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Film, Television and New Media and/or Media Arts in Practice.

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages. Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

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

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

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

Fees

A resource fee will be payable for this subject in 2024 ($30)
Please note that it is a condition of enrolment that students selecting FTN as a subject in Year 10 must have a BYOx laptop with the recommended specifications required to run Adobe Premiere Pro. See https://helpx.adobe.com/au/premiere-pro/system-requirements.html for specific details. Please also refer to the KGSC BYOx program information for further details at https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program. Note that the BYOx program information will be updated for 2023 in Term 4, as there are often changes to laptop vendor makes and models and specifications over the year. It is recommended that BYOx laptops are not purchased until after this information is updated. At this point in time, students are able to access Adobe software through the College subscribing to the Qld Department of Education Adobe enterprise agreement.

Structure

Term 1	Term 2	Term 3	Term 4
Film School: How do moving image and new media texts communicate to audiences through visual and auditory methods? Students focus on decoding the language of film, television and new media.	**Breakfast of Champions:** Students investigate the complex relationship between new media and advertising. Students consider texts as both producers and audiences (as consumers) and create and respond to the cultural and social variables that effect this relationship.	**Genre** How have the changing cultural ideologies of generations impacted the production and consumption of film, television and new media texts? Students investigate the concept of genre as a cultural by-product in current and past times.	**Homage** Students draw on foundational skills developed throughout units of study to create, plan for and resolve a stylistic product in the style of a filmmaker or new media producer of their choice.

Assessment

Formative assessments

Semester 1	Semester 2
Film School: Exam **Breakfast of Champions:** Project 1x Preproduction Package 1x Product (Advertisement) 400-800 words Annotated storyboard	**Genre :** Case Study Multimodal **Homage** Stylistic Project 1x Preproduction Package 1x Product 1x Reflective Statement 800-1000 words Research and response Multimodal draft, treatment and storyboard

Film, Television and New Media
General Year 11 and Year 12 subject

Year 11
Year 12
General

Film, Television and New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages. Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

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

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

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

Fees

A resource fee will be payable for this subject in 2024 ($30)

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning?	**Story forms** • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories?	**Participation** • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?	**Identity** • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

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).

Unit 1		Unit 2	
Formative internal assessment 1 Case study investigation: Extended response	15%	**Formative internal assessment 3** Stylistic Project: Preproduction documentation and product	35%
Formative internal assessment 2 Project: Preproduction Documentation Product	25%	**Formative internal assessment 4** Exam	25%

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): Case study investigation	15%	Summative internal assessment 3 (IA3): Stylistic project	35%
Summative internal assessment 2 (IA2): Multi-platform project	25%		
Summative external assessment (EA): 25% Examination — extended response			

Foundation Music Excellence
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Music and/or Music in Practice.

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

hrough 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 demonstrate practical skills, and analyse and evaluate music in a variety of contexts, styles and genres. They create original works.

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 in the performance of music works.
- resolve music in the creation of music works.

Structure

Semester 1	Semester 2
Term 1: Soundtracks *A study of the functions of music in conveying a narrative in film.* Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music? **Term 2: Going Solo** *A study of performance craft for a solo performance.* Through inquiry learning, the following is explored: How do performers communicate meaning?	**Terms 3 and 4: Magical Mystery Tour** *A study of the Beatles' oeuvre, their innovations and contribution to the development of popular music* Through inquiry learning, the following is explored: How did the Beatles incorporate innovative music practices that contributed to the development of popular music?

Assessment

Semester 1	Semester 2
Formal Exam (Extended response – Aural and Visual analysis) Composition Performance	Integrated Project - Multimodal presentation (Musicology, Composition and Performance)

Specialised software is used in this subject for composition including narrative music (film, television and video game music). It is recommended that students install Sibelius software on their BYOx laptops. Therefore, laptops will need higher specifications. For more information, see BYOx program information at https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program

Music
General Year 11 and Year 12 subject

Year 11
Year 12
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

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• 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>

Specialised software is used in this subject for composition including narrative music (film, television and video game music). It is recommended that students install Sibelius software on their BYOx laptops. Therefore, laptops will need higher specifications. For more information, see BYOx program information at https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program

Music Extension
General Year 12 subject (Unit 3 & 4 only)

Year 12 General

Music Extension is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the **Composition specialisation** (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.
In the **Musicology specialisation** (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.
In the **Performance specialisation** (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

Objectives

Common objectives

- By the conclusion of the course of study, **all** students will:
- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music.

Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **composition** will also:

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **musicology** will also:

- analyse music
- investigate music
- synthesise information.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **performance** will also:

- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

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

Note: The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

Summative assessments Composition specialisation

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Summative assessments — Musicology specialisation

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Musicology project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Summative assessments — Performance specialisation

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Performance project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Specialised software is used in this subject for composition including narrative music (film, television and video game music). It is recommended that students install Sibelius software on their BYOx laptops. Therefore, laptops will need higher specifications. For more information, see BYOx program information at https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program

Music in Practice
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	**Performance** Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work OR **Performance** Performance (live or recorded): up to 4 minutes AND **Planning and evaluation of composition or performance** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

Specialised software is used in this subject for composition including narrative music (film, television and video game music). It is recommended that students install Sibelius software on their BYOx laptops. Therefore, laptops will need higher specifications. For more information, see BYOx program information at https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program

Foundation Visual Art
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Visual Art and/or Visual Arts in Practice and/or Arts in Practice and/or Media Arts in Practice.

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.

Fees

A resource fee of $20 is payable each semester

Structure

Term 1	Term 2	Term 3	Term 4
Art as Place Through inquiry learning, the following are explored: Concept: Investigating the ideas of Place and scapes (interior and exterior) Contexts: formal, personal and cultural Focus: place, objects and symbols Media: 2D, 3D	**Art as Place** Through inquiry learning, the following are explored: Concept: Interventions in space Contexts: contemporary, formal personal and cultural Focus: Codes, signs and art conventions Media: 2D, 3D, and time-based	**Art as Me** Through inquiry learning, the following are explored: Concept: constructing knowledge as artist and audience Contexts: contemporary, personal, cultural and/or formal Focus: People, symbols and art conventions Media: 2D painting	**Art as Me** Through inquiry learning, the following are explored: Concept: evolving alternate representations and meaning Contexts: contemporary and personal, cultural and/or formal Focus: People, symbols and signs Media: time-based

Assessment

Sem 1	Sem 2
Art as Place Project— Experimental Folios Written Responses: Case Studies and Journal documentation	Art as Me Project – phase 1 (Self Portrait Painting) Investigation– inquiry phase 2 (Time based work) Multimodal Written responses: Case Studies and Journal documentation
Internal assessment: Examination	

Visual Art
General Year 11 and Year 12 subject

Year 11
Year 12
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.

Fees

A resource fee of $50 is payable each semester.

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 (for IA1 and continued exploration through IA2 Unit 3 +IA3 Unit 4) 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

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

Foundation Fashion
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Fashion.

Fashion has a practical focus allowing students to learn through doing as they engage in a design process to plan, generate and produce fashion items. Students investigate textiles and materials and their characteristics and how these qualities impact on their end use.

Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to create and produce design solutions in a range of fashion contexts. Students undertake group work and individual projects. They manage personal projects and are encouraged to work independently on some tasks.

Pathways

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

Objectives

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

- identify and interpret fashion culture, fashion technologies and fashion design
- explain design briefs
- demonstrate elements and principles of fashion design and technical skills in fashion contexts
- apply fashion design processes
- apply technical skills and design ideas related to fashion contexts
- use language conventions and features to achieve particular purposes
- generate, modify and manage plans and processes
- synthesise ideas and technical skills to create design solutions
- evaluate design ideas and products
- connect with community to integrate classroom experience with the world outside the classroom.

Fees

A resource fee of $25 is payable each semester.

Structure

The Foundation Fashion course is designed around core and elective topics. The core topics are interrelated and each topic includes concepts and ideas and knowledge, understanding and skills. The core topics are developed through elective topics.

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Fashion **PROJECT** This unit will focus on the development of knowledge and skills relating to textiles, fashion/design and garment construction. Students will develop concepts and ideas for their fashion folio.	**Developing a Fabric story** **PROJECT** Students will undertake a design project based on the focus area – **fabric & fibre**. Experimentation with a range of fabrics will give students the opportunity to select the right fabric and/or fibre for future garment construction.	**Deconstructed Shirt** **PROJECT** Students will examine de-construction techniques from a selection of chosen designers suitable for the design challenge. Two white shirts will be de-constructed to create a garment that reflects ethical and sustainable fashion.	**Adornment** **PRODUCT** Students will design and complete a visual folio of fashion items or accessories that would meet a current on-trend collection. Students will experiment with different embellishment techniques such as dyeing, beading, printing and embroidery.

iWear – KGSC Annual Fashion Parade
Community connections is a compulsory aspect of the fashion program and all students are required to participate in the iWear Fashion Parade event to showcase their work in an authentic public forum.

Assessment

For 10 Fashion, assessment will be across the foundation units and is used to determine the student's exit result, and consists of four instruments, including:

- 3 products – separate to an assessable component of a project.
- one project including multi media presentation and non –presentation components.

Project	Investigation	Extended response	Product
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 applies identified skill/s in fashion technologies and design processes.
A project consists of a product component and at least one of the following components: written 400-500 words spoken 21/2-31/2 minutes multimodal: 3-6minutes product: variable conditions	Presented in one of the following modes: written: 400–500 words spoken: 3–4 minutes multimodal: 4–7 minutes.	Presented in one of the following modes: written: 400–500 words spoken: 3–4 minutes multimodal: 4–7 minutes.	A product consists of a fashion (garment/item) and the following: Written: 400-500 words for design folio which includes: a mood board inspiration, sketches, annotations, exploration of the design challenge, idea development, and evaluation. Product: 1

Fashion
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

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

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric. In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

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

Fees

A resource fee of $50 is payable each semester.

Structure

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

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

Assessment

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

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

iWear – KGSC Annual Fashion Parade

Community connections is a compulsory aspect of the fashion program and all students are required to participate in the iWear Fashion Parade event to showcase their work in an authentic public forum.

Foundation Arts in Practice *(New Media Arts/Graphic Design)*
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Arts in Practice.

The *Arts in Practice* subject course focuses on studying New Media Arts, and learning to understand how contemporary Arts practice combines interdisciplinary artmaking practices towards end results. The course aims to develop student capacity to use media arts, audio and visual artmaking techniques concurrently. Students will learn how to produce artworks using digital platforms, as opposed to traditional visual arts mediums.

In this foundational course, students will develop the fundamental skills and techniques required for interdisciplinary artmaking, with the intention of further refining these skills in the senior course. This course would be suitable for a student who has an interest in freelance digital art or Graphic Design.

Across all assessments, students will engage with two or more art forms to create an artwork for a given purpose. They will explore the core art literacies and arts processes, apply learnt techniques and processes, analyse and create artworks, and will investigate the purpose of artworks and audience interpretations.

In this course, students have the opportunity to engage with industry professionals and industry-standard software to gain practical skills to prepare them for further study or employment within creative fields. They will use essential terminology to make choices and communicate ideas through their artmaking.

Within this course, students will work predominantly within Adobe Creative Cloud, learning how to navigate and use all graphic and media design-related software. Students will also utilise digital painting software such as Autodesk Sketchbook, ProCreate and will use audio production software such as GarageBand.

Pathways

A course of study in *Arts in Practice* will establish a basis for further education and employment by providing students with knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries. Employment opportunities, with additional training and experience, may be found in areas such as graphic design, advertising and marketing, immersive graphics and performance, cinematography, photography, concept illustration, game/application design or freelance design work. By the end of the three-year course (years 10, 11 and 12), students will have evidence of working across multiple disciplines of art in industry-standard software, which may be used as portfolios for work and further tertiary applications.

Objectives

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

- identify and explain concepts and ideas related to arts literacies and arts processes
- interpret information about arts literacies and arts processes
- demonstrate arts literacies and processes in arts making
- organise and apply arts literacies and arts processes to achieve goals
- analyse artworks and arts processes
- use language conventions and features to convey information and meaning about art forms, works and processes
- generate arts ideas and plan arts processes
- implement arts processes to create communications and realise artworks
- evaluate artworks and processes

Fees

A resource fee of $30 per semester is required to be paid for this subject.

Structure

The Arts in Practice course is designed around a range of topics aimed at developing a foundational understanding of arts language and contemporary arts practice.

Units of Study	Assessment Types
Introduction to Graphic Design - This unit focuses on foundational graphic design methods, graphic design rules and principles, foundational use of software for purpose, and client-based graphic design.	**Project** Multimodal Component (Non-Presentation) – Research Journal Artwork – Folio including Adobe Poster, Invitation and Social Media Hype imagery
Digital Painting - This unit focuses on digital painting techniques and skills, software competence, compositional skills, colour theory and the elements and principles of design.	**Product** Artwork – Folio consisting of 1x digital painting (created in industry-standard software), experimental artworks and developmental journal
Windows to Another World (Immersive Graphics) - This unit focuses on immersive graphics, motion imagery, cinemographs, digital painting skills, basic animation skills, composition and concept development.	**Project** Artwork – 1x looped animated image (cinemograph), inclusive of 2 or more art forms, suitable for display on television screens Multimodal Component (Presentation) – Digital Justification Journal

Assessment

For year 10 Arts in Practice, assessment will be across three foundational units, and is used to determine the student's exit result. The assessable folio includes:

- at least two projects including multimedia presentation and non-presentation components, one arising from school-based community connections.
- at least one product, separate to an assessable component of a project.

Project	Product (Artwork)
A response to a single task, situation and/or scenario.	A technique that assesses a range of skills in the creation of an original product (artwork) that expresses a personal aesthetic.
Presented in one of the following modes: written:400- 700 words spoken: 2–3 minutes multimodal non-presentation: 6 A4 pages max (or equivalent) presentation: 3–5 minutes.	Variable conditions.

Arts in Practice *(New Media Arts/ Graphic Design)*
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

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

Within the subject at Kelvin Grove, students embrace studies in and across the visual, performing and media arts, music, and visual arts. There is a distinct focus on Graphic Design and immersive graphics – the subject is designed to prepare students within industry. While these disciplines reflect distinct bodies of knowledge and skills and involve different approaches and ways of working, they have close relationships and are often integrated in authentic, contemporary art-making that cannot be clearly categorised as a single arts form.

Students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals. When responding, students use analytical processes to identify problems and develop plans or designs for arts works. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of interdisciplinary arts practices to communicate artistic intention. They develop competency with and independent selection of art-making tools and features, synthesising ideas developed throughout the responding phase to create arts works. Arts works may be a performance, product, or combination of both.

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

Pathways

A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries. Employment opportunities, with additional training and experience, may be found in areas such as graphic design, branding and commercial art, freelance illustration, concept illustration, digital media and marketing, immersive graphics, printing and publishing etc.

Objectives

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

- use arts practices
- plan arts works
- communicate ideas
- evaluate arts works.

Fees

A resource fee of $30 per semester is required to be paid for this subject.

Structure

Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit.

Unit option	Unit title
Unit option A	Issues
Unit option B	Celebration
Unit option C	Clients
Unit option D	Showcase

Assessment

Students complete two assessment tasks for each unit. Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit. The assessment techniques used in Arts in Practice are:

Technique	Description	Response requirements
Project	Students plan, make and evaluate an arts work to communicate the unit focus about a selected issue, celebration, event, opportunity or exploration.	**Arts work** A product or performance using one of the following: 2D, 3D, digital (static): up to 4 resolved works Time-based, audio, moving image: up to 3 minutes Written: up to 800 words Composition: up to 4 minutes Choreography: up to 4 minutes Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of arts work** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Product or performance	Students make an arts work in response to the selected issue, celebration, event, opportunity explored in the project and communicate ideas about the unit focus.	**Arts work** A product or performance using one of the following: 2D, 3D, digital (static): up to 4 resolved works Time-based, audio, moving image: up to 3 minutes Written: up to 800 words Composition: up to 4 minutes Choreography: up to 4 minutes Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Foundation Media Arts in Practice *(Motion Graphics/Animation)*
Year 10 subject

Year 10 Foundation

This subject will lead into Year 11 Media Arts in Practice.

Year 10 *Media Arts in Practice* focuses on providing students with the foundational knowledge, skills and techniques required to create animations and motion graphics for real-world purposes. The course begins by introducing students to the 12 Principles of Animation and software required for animation and motion graphics purposes, and gradually increases in complexity to provide students with skills needed for the year 11 and 12 program.

Students will learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. Students will engage with clients and events to gain an appreciation of how media communications connect ideas and purposes with audiences. They will use their knowledge and understanding of design elements and principles to develop their own moving artworks and to evaluate and reflect on their own and others' art-making processes and aesthetic choices. Within this course, students will work predominantly within Adobe Creative Cloud, learning how to navigate and use motion graphics and media design-related software such as Adobe Animate, Adobe Premiere Pro, Adobe Audition and Adobe AfterEffects.

Students will also utilise digital painting software such as ProCreate and Autodesk Sketchbook, and music production software such as GarageBand.

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. Students would be fit to further pursue pathways such as animation (for both screen and game), special effects, sound engineering and videography. By the end of the three-year course (year 10, 11 and 12), students should have evidence of working across multiple motion-graphics genres in industry-standard software, which may be used as portfolios for work and further tertiary applications.

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.

Fees

A resource fee of $20 per semester is required to be paid for this subject.

Structure

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

Units of Study	Assessment Types
Traditional Animation – This unit focuses on traditional animation, original character design, the 12 principles of animation, hand-drawn frames and walk cycle animations.	**Product** Artwork (Folio 1) – Original Character Design Folio Artwork (Folio 2) – Walk Cycle Animation for Original Character
Digital Animation – This unit focuses on learning how to use Adobe Animate, tweening, frame-based animation, motion cycle creation and developing sound effects	**Project** Product (Motion Cycle Animation) Multimodal Component (Presentation – Digital Justification Journal)
Photographic Stop Motion – This unit focuses on overlays, combinative motion graphics and software usage, photography skills, lighting, etc.	**Project** Product (Photographic Stop Motion Animation) Multimodal Component (Presentation – Digital Justification Journal)

Assessment

For 10 Foundational Media Arts in Practice, assessment from across all foundational units is used to determine the student's exit result. The assessment types are explained below:

Project	Product
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.
At least two different components from the following: written: 400-500 words spoken: 2-3 minutes multimodal non-presentation: 6 A4 pages max (or equivalent) presentation: 2-4 minutes product: variable conditions.	Variable conditions

Media Arts in Practice *(Motion Graphics/Animation)*
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

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

Within the subject at Kelvin Grove, media arts refers to art-making and artworks composed and transmitted through audio and moving image – specifically focusing on animation and motion and motion graphics. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.
Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work. The subject focuses on industry connection and preparation – students will participate in real world artmaking exhibitions and client-based opportunities.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

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. By the end of the three year course (years 10, 11 and 12), students should have evidence working across multiple motion-graphics genres in industry standard software which may be used as portfolios for work and further tertiary applications.

Objectives

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

- use media arts practices
- plan media artworks
- communicate ideas
- evaluate media artworks.

Fees

A resource fee of $20 per semester is required to be paid for this subject.

Structure

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

Unit option	Unit title
Unit option A	Personal viewpoints
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

Assessment

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

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.	**Design product** Design product must represent: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s **Planning and evaluation of design product** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.	**Media artwork** One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s

Foundation Visual Arts in Practice
Year 10 subject

Year 10
Foundation

This subject will lead into Year 11 Visual Arts in Practice.

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.

Fees

A resource fee of $30 per semester is required to be paid for this subject.

Structure

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

Semester 1 Units	Semester 2 Units
Colour Me (Graphic Design) This is a foundation unit that introduces students to the core element of colour and its formal, expressive and symbolic dimensions. The inquiry should encompass the psychology and cultural programming of colour users and consumers. Material labs explore colour origins, colour properties, colour applications and colour interactivity. **Assessment** PROJECT 1. Investigation (Journaling) 2. Product (Posters) **Glitch: Pop ups** (Design) Pop-Ups are a temporary installation that creates a change in the environment. This change can influence user behaviour to generate a positive change using themes such as energy, comfort, technology, communication, community, sustainability, accessibility. Using the Human Centred Design lenses of Desirability, Feasibility and Viability, students design an interactive pop up that addresses one or two of the themes while aiming to have a positive change to user Behaviour. **Assessment** INVESTIGATION Pop up designs and design process in a Multimodal PPT, 400-600 words, images, audio	**Glitch: Misfits** (Craft and 3D) Art and Design uses the stories that are encoded in objects to explore the relationship between objects and their owners and users, past and present. Students study the misfit design concept to explore the notions of sustainability in design and human factors influencing the design process (social, cultural, historical), including commodities and exchanges. **Assessment** PROJECT 1. Product: Sculptural objects and folio 2. Written component: Multimodal PPT, 400-600 words **Portfolio** (2D) Portfolio is a foundation unit that introduces students to the core element of line and its formal, expressive and symbolic dimensions. The design inquiry should encompass the psychology and cultural programming of tool users and Consumers. This culminates in an Artist Book showcasing the folio from the term. **Assessment** PRODUCT 1. Folio (Handmade brush toolkit) 2. Product: Artist book

Project	Product	Extended response	Investigation
A response to a single task, situation and/or scenario. Usually consists of two parts (eg Product + Written component)	A technique that assesses the application of idenified skills to the production of artworks. (eg Practical work)	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. (eg Written)	A response that includes locating and using information beyond students' own knowledge and the data they have been given. (eg Written plus experiments)

Visual Arts in Practice
Applied Year 11 and Year 12 subject

Year 11
Year 12
Applied

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

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

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

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

Pathways

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

Objectives

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

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

Fees

A resource fee of $30 per semester is required to be paid for this subject.

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) OR **Prototype artwork** One of the following: 2D, 3D, digital (static): up to 4 artwork/s Time-based: up to 3 minutes OR **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) AND **Planning and evaluations** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	**Resolved artwork** One of the following: 2D, 3D, digital (static): up to 4 artwork/s Time-based: up to 3 minutes

Art and Design Excellence
School of Excellence Year 11 and Year 12 subject

School of Excellence

Art and Design Excellence is themed around the concept of "Designing Futures" and aims to connect students to the authentic design challenges of local and global communities. Over the 4 semester program, students work to build independent and collaborative design briefs supported by industry mentors and community partnerships including BCC Planning, QUT's Faculty of Creative Industries and Griffith University. Excellence students will be involved in immersion programs, a partnership with QUT and QCA and supported to complete two University subjects over two semesters. ADE students must also select Visual Art as one of their subjects to allow the full program delivery.

ADE students gain a credit for Visual Arts in Practice which 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 ADE and Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, textile and costume design, 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.
- ADE assists student to build a folio for tertiary entry
- ADE students can study at QUT or QCA (Griffith) under a scholarship through the program, in Yr11 and or Yr12.

Students should apply by August 1 of Yr10 to register their interest for Yr11 ADE.

Fees

A resource fee of $350 per semester is required to be paid for this subject.

Structure

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

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

Assessment

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

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) OR **Prototype artwork** One of the following: 2D, 3D, digital (static): up to 4 artwork/s Time-based: up to 3 minutes OR **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) AND **Planning and evaluations** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	**Resolved artwork** One of the following: 2D, 3D, digital (static): up to 4 artwork/s Time-based: up to 3 minutes

For more information, contact Head of Department, Visual Arts.

Art and Design Excellence cannot be studied with Visual Art in Practice.

Other Vocational Education and Training (VET) Qualifications

Aviation (RTO 41008)

AVI30419 Certificate III in **Aviation (Remote Pilot)**

Autonomous Technologies (RTO 0275)

10935 NAT Certificate II in Autonomous Technologies

Foundation Skills

First Aid Skill Set RTO 0699

Barista Skill Set RTO 2437

FSK20119 Certificate Skill for Work RTO 30320

Health Care (RTO 2437)

HLT23215 Certificate II in **Health Support Services**

HLT33115 Certificate III in **Health Services Assistance**

HLT37315 Certificate III in **Health Administration**

Lab Skills Dual Qualification

MSL20118 Certificate II in **Sampling & Measurement** (RTO 5800)

MSL30118 Certificate III in **Laboratory Skills** (RTO 5800)

Supply Chain Dual Qualification

TLI20420 Certificate II in Supply Chain Operations (RTO 31418)

FBP20121 Certificate II in Food Processing (RTO 31418)

QLD TAFE at school (RTO 02751/CRISCOS 03020E International Students)

For course specific details or other opportunities, contact the VET and Pathways Coordinator.

AVI30419 Certificate III in Aviation (Remote Pilot)
Vocational Education and Training
Registered Training Organisation: Skills Generation
RTO Code: 41008

Year 10
Year 11
Year 12
VET

This qualification prepares students for a role as a drone pilot and will provide them the skills and knowledge to operate commercially. This could be for your own business, working for a company or working for one of many government departments which are utilising drones.

Information about this Certificate III in Aviation (Remote Pilot) qualification and units of competency can be found at https://training.gov.au/training/details/AVI30419

The course is also an excellent entry point into the aviation industry as you will be learning the same subjects that pilots of manned aircraft in airlines and the military learn. The course is a mix of theory and practical flying to ensure you have the skills and knowledge to be employed as a drone pilot in a full-time role or part time role.

Pathways

Upon successful completion of the entry level course AVI30419 Certificate III in Aviation (Remote Pilot), there are a number of career pathways from this qualification including photography / cinematography, public safety and emergency services, aerial surveying, mining and resource sectors, Federal, State and Local Government agencies, and specialist civil and military roles.

Objectives

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

- develop skills and knowledge required to operate remote drones
- understand the mechanics of remote drone and air law
- perform inspections of remote operated systems
- develop situational awareness to aid with remote aircraft operations.

Structure

Unit code	Unit Title
AVIF0021	Manage human factors in remote pilot aircraft systems operations
AVIH0006	Navigate remote pilot aircraft systems
AVIW0028	Operate and manage remote pilot aircraft systems
AVIW0004	Perform operational inspections on remote operated systems
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations
AVIE0005	Complete a Notice to Airmen (NOTAM)
AVIH0007	Operate remote pilot aircraft systems under night visual line of sight
AVIE0003	Operate aeronautical radio
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIH0008	Operate remote pilot aircraft systems extended visual line of sight (EVLOS)

VETiS funding is available to students if they have not previously accessed it. Otherwise, this course has a $1200 fee. For more information contact VET and Pathways Coordinator.

10935 NAT Certificate II in Autonomous Technologies
Vocational Education and Training

Registered Training Organisation: TAFE Queensland
RTO Code: 0275

Nationally Recognised Training

Year 10
Year 11
Year 12
VET

Explore a range of exciting possibilities with this entry-level qualification and build foundation skills for your future in variety of fields including electronic design, programming, or industrial design.

According to the Australian Government's Job Outlook service, job opportunities in this area are expected to experience strong growth with more than 17,700 positions expected by 2026.

This course provides foundation knowledge in software, hardware and supporting frameworks required for autonomous environments including innovative thinking, networking and programming.

Students will learn to understand the programming language Python and use some of the coding, programming and simulator technologies from MicroMelon Robotics.

This qualification provides foundation knowledge in software, hardware and supporting frameworks required for autonomous environments, as well as:

- life-long learning skills
- innovative thinking and problem-solving skills
- Information communication technologies skills including networking, programming and Internet of Things (IoT)
- Autonomy and robotics skills including electrical control circuits, fluid power, Programmable Logic Controller (PLC) and schematics and systems documentation
- Introduction to work health and safety concepts, including hazards analysis and risk management

Further information about the qualification can be found at https://training.gov.au/Training/Details/10935NAT
See also TAFE Qld information at https://tafeqld.edu.au/course/19/19102/certificate-ii-in-autonomous-technologies

IMPORTANT: Applications for 2024 TAFE Queensland TAFE at School Program courses open in mid-July, and places fill quickly, so students must see the VET and Pathways Coordinator in the Flexible Learning Hub urgently to begin enrolment procedures if interested in enrolling in this qualification option.

Pathways

This vocational course provides multiple pathways into further vocational or tertiary studies and employment and is relevant to all industries adopting autonomous technologies.

Objectives

By the conclusion of the course of study, students will develop the skills and knowledge required to enter and work within the fields of autonomous environments

Structure

This course runs over 6 terms, part time 1 day per week.

Unit code	Unit Title
Core Units	
ICTPRG302	Apply introductory programming techniques
MSMSUP390	Use structured problem-solving tools
MSMWHS200	Work safely
NAT10935001	Work effectively in autonomous environments
NAT10935002	Handle technical communication in autonomous environments
NAT10935003	Design basic fluid power logic diagrams for autonomous systems
NAT10935004	Design basic logic ladder diagrams for autonomous electric control circuits
NAT10935005	Produce a documentation suite for autonomous systems
NAT10935006	Configure autonomous embedded systems
NAT10935007	Prepare basic programs for programmable logic controllers (PLCs) for autonomous applications
NAT10935008	Use basic positioning technology
NAT10935009	Conduct a basic autonomous technology project
VU22324	Build a simple network and establish end to end connectivity
VU22338	Configure and program a basic robotic system
Elective Units	
ICTNWK308	Determine and action network problems
MSMWHS201	Conduct hazard analysis

Fees:

The current cost (at time of printing) through the TAFE Queensland TAFE at School program in this face-to-face delivery (one day per week) mode at South Bank campus is **$5840.00.** However, VETiS funding is available to students if they have not previously accessed it.

Assessment

A range of assessment tasks are used within assessment projects which may include:

- supervisor observations
- written assessment
- questioning
- portfolio
- work samples
- third-party feedback e.g. interviews with or reports or references from employers; testimonials; evidence of workplace training or placement; peer observation
- Recognition of Prior Learning

Other information

It is a requirement of the KGSC Senior School that students complete qualifications by the end of Term 3 in Year 12. If students do not meet all requirements for the awarding of a Certificate, a Statement of Attainment is issued by the Registered Training Organisation, listing all unit of competencies completed.

Specialised software is used in this subject. It is recommended that students install this software on their BYOx laptops, therefore it is recommended that laptops have higher specifications. For more information, see BYOx program information at: https://kelvingrovesc.eq.edu.au/facilities/computers-and-technology/bring-your-own-device-byox-program

For more information, contact Head of Department, eLearning and VET and Pathways Coordinator.

First Aid Skill Set

RTO #0699 Construction Skills Training Centre Embark College

This course intends to provide participants with the skills and knowledge, 25% completion of the qualification, necessary to effectively respond to emergency situations by sustaining/restoring, breathing and circulation to an adult, child or infant and providing First Aid.

This skill set is embedded within the following qualification: SIS30315 Certificate III in Fitness. Please note that this is not a stand-alone qualification. Assessment is competency-based.
Successful completion of the First Aid Skills Set contributes up to a maximum of two credits towards a student's QCE.

Available to Year 11 and 12 students.

Cost $75.00

Barista Skill Set

RTO #2437 Axial Training

This course intends to fast track students' Barista, Food Safety and Alcohol Service knowledge and gain the essential skills necessary to work within the hospitality industry in this enjoyable and practical short course.

This skill set is embedded within the following qualification: SIT30616 - Certificate III in Hospitality. Please note that this is not a stand-alone qualification. Assessment is competency-based. Successful completion of the Barista Skills Set contributes up to a maximum of two credits towards a student's QCE.

Available to Year 11 and 12 students.

Cost $250.00

Certificate II Skills for Work

FSK20119 Certificate II Skills for Work
RTO 30320

This qualification is designed for students who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is suitable for all students who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Assessment is competency based. On completion of this qualification student can attain up to 4 Queensland Certificate of Education (QCE) credits for senior schooling profile.

Duration: 12 months

Cost: N/A as delivered as a School RTO program.

Structure First Aid Skill Set

Unit code	Unit Title
Core Units	
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide emergency life support
HLTAID011	Provide first aid
HLTWHS001	Participate in workplace health and safety

Structure Barista Skill Set

Unit code	Unit Title
Core Units	
SITHFAB005	Prepare & serve espresso coffee
SITXFSA001	Use hygienic practices for food safety
SITHFAB002	Provide responsible service of alcohol
SITXFSA002	Participate in safe food handling practice

Structure Certificate II Skills for Work

Unit code	Unit Title
Core Units	
FSKLRG011	Use routine strategies for work-related learning
FSKLRG009	Use strategies to respond to routine workplace problems
FSKOCM005	Use oral communication skills for effective workplace presentations
FSKOCM006	Use oral communication skills to participate in workplace teams
FSKRDG008	Read and respond to information in routine visual and graphic texts
FSKRDG009	Read and respond to routine standard operating procedures
FSKWTG008	Complete routine workplace formatted texts
SIRXHWB001	Maintain personal health and wellbeing
TLIK2003	Apply keyboard skills
SIRXWHS001	Work safely
FSKNUM003	Use whole numbers and halves for work
FSKRDG002	Read and respond to short and simple workplace signs and symbols
FSKWTG001	Complete personal details on extremely simple and short workplace forms
FSKDIG001	Use digital technology for short and basic workplace tasks.

For more information contact VET and Pathways Coordinator.

Health Care
HLT23215 Certificate II in Health Support Services
HLT33115 Certificate III in Health Services Assistance
HLT37315 Certificate III in Health Administration
Vocational Education and Training
Registered Training Organisation: Axial Training. RTO Code: 2437

Year 10
Year 11
VET

Students can complete dual qualification or Certificate II only .
Successful completion of HLT23215 is required before commencing HLT33115. Nine units of competency are credit transferred from HLT23215 to fulfil the package requirements of HLT33115.

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study.

Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

Pathways

Potential options may include:

- Various Certificate IV qualifications
- Diploma of Nursing
- Bachelor Degrees (B.Nursing)
- Entry level employment within the health industry

Duration

Certificate II – one year
Certificate III – two terms .

The College Health Hub is a simulation centre, equipped with hospital beds and equipment offering students real-world training and learning experiences. Our partners will be onsite to answer any questions you may have in relation to our unique health programs and the health industry.

Cost

Cert II VETiS funding is available to Certificate II students if they have not previously accessed it. Should a student already have accessed their VETiS funding, the course has a $2500 per course fee for HLT23215 with Axial Training.
Certificate III course is not funded and fee of $750 is applicable to students who have completed Certificate II with Axial Training.

For more information, contact VET and Pathways Coordinator.

Structure – HLT23215 Certificate II in Health Support Services

Unit code	Unit Title
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTFIN001	Comply with infection prevention and control policies and procedures
HLTWHS001	Participate in workplace health and safety
HLTHSS006	Perform general cleaning tasks in a clinical setting
CHCCCS012	Prepare and maintain beds
CHCCS020	Respond effectively to behaviours of concern
CHCCCS010	Maintain a high standard of service
HLTWHS005	Conduct manual tasks safely
BSBWOR203	Work effectively with others
BSBMED301	Interpret medical terminology

Structure – HLT33115 Certificate III in Health Services Assistance

Unit code	Unit Title
BSBWOR301	Organise personal work priorities and development
HLTAAP001	Recognise Healthy body systems
HLTAID009	provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
HLTAID011	Provide first aid
HLTHSS004	Handle and move equipment, goods, and mail

Structure – HLT37315 Certificate III in Health Administration

Unit code	Unit Title
BSBSINM301	Organise workplace information
BSBMED302	Prepare and process medical accounts
BSBMED303	Maintain Patient records
CHCCCS020	Respond effectively to behaviours of concern
BSBMED303	Maintain patient records

Lab Skills Dual Qualification
Vocational Education and Training
Registered Training Organisation: ABC Training
RTO Code: 5800

Year 10
Year 11
Year 12
VET

Certificate II in Sampling & Measurement
MSL20118

Certificate III in Laboratory Skills
MSL30118

This qualification will provide you with the introductory technical skills and basic scientific knowledge for a career in a laboratory environment.

Learn how to perform the essential functions of collecting, handling and transporting samples, and develop basic testing and laboratory skills. Gain skills complementary to the mining, pharmaceutical, biological and environmental science industries.

Cost
Certificate II- Free with VETiS funding. If students have previously accessed their VETiS funding, this course has a $1900 fee.
Certificate III - $500

Pathways
This qualification will provide you with the skills and knowledge to work as:

- Tester/sampler
- Food manufacturing tester
- Air sampler
- Sample courier
- Field assistant
- Laboratory attendant
- Laboratory technicians
- Instrument operators
- Laboratory assistant

Duration
Up to 12 months.

Structure Certificate II in Sampling and Measurement

Unit code	Unit Title
MSL912001	Work within a laboratory or field workplace (induction)
MSL943004	Participate in laboratory or field workplace safety
MSL973014	Prepare working solutions
MSL952001	Collect routine site samples
MSL972001	Conduct routine site measurements
MSL922001	Record and present data
MSL913003	Communicate with other people
MSL973013	Perform basic tests
MSL913004	Plan and conduct laboratory/ field work
MSL933008	Perform calibrations checks on equipment and assist with its maintenance
MSL933006	Contribute to the achievement of quality objectives
MSMENV272	Participate in environmentally sustainable work practices

Structure Certificate III in Laboratory Skills

Unit code	Unit Title
MSL913003	Communicate with other people
MSL913004	Plan and conduct laboratory/ field work
MSL933006	Contribute to the achievement of quality objectives
MSL973014	Prepare working solutions
MSL933005	Maintain the laboratory/field workplace fit for purpose

For more information, contact VET and Pathways Coordinator.

Supply Chain Dual Qualification
Vocational Education and Training
Registered Training Organisation: Strategix
RTO Code: 31418

Year 10
Year 11
Year 12
VET

Certificate II in Food Processing
FBP20121

Certificate II in Supply Chain Operations
TLI20421

The Process and Manufacturing industries contribute millions of dollars to the Australian economy every year.

Supply Chain dual qualification is informative and practical with topics relevant to current trends, including; HACCP principles, stock and temperature control, manual handling and OHS, RF scanners, stock control, manual handling, safety etc.

Gain accredited qualifications, practical skills and knowledge that will assist you to get the job you want.

Pathways
This qualification will provide you with the skills and knowledge to work as:

- Food Processing Worker
- Process Line Worker
- Process Supervisor
- Dairy Process Worker
- Despatch Clerk
- Grain Handler
- Mail Sorter
- Pick and Packer
- Warehouse Worker

Cost
Free with VETiS funding +$100 RTO admin fee for dual/ 2nd qualification.
This course has a $1600 fee, if students have previously accessed their VETiS funding.

Duration
Up to 12 months.

Structure Certificate II in Food Processing

Unit code	Unit Title
FBPWHS2001	Participate in work health and safety processes
FBPOPR2074	Carry out manual handling tasks
TLIL0007	Complete workplace induction procedures
FBPOPR2071	Provide and apply workplace information
FBPPPL2001	Participate in work teams and groups
FBPFSY2002	Apply food safety procedures
FBPOPR2070	Apply quality systems and procedures
FBPOPR2096	Follow procedures to maintain good manufacturing practice in food processing
FBPPPL2002	Work in a socially diverse environment
MSMENV272	Participate in environmentally sustainable work
FBPOPR2079	Work with temperature-controlled stock
TLIA2014	Use product knowledge to complete work operations
TLIK2010	Use infotechnology devices in the workplace

Structure Certificate II in Supply Chain Operations

Unit code	Unit Title
TLIE1003	Participate in basic workplace communication
TLIX0023	Identify the roles and functions of the supply chain industry
TLIF0009	Ensure the safety of transport activities (Chain of Responsibility)
TLIF0025	Follow work health and safety procedures
TLIU2012	Participate in environmentally sustainable work practices
TLIJ2001	Apply quality procedures
TLIG2007	Work in a socially diverse environment
TLID0020	Shift materials safely using manual handling methods
TLIL0007	Complete workplace induction procedures
TLIA2014	Use product knowledge to complete work operations
TLIK2010	Use infotechnology devices in the workplace
FBPOPR2079	Work with temperature-controlled stock
FBPWHS2001	Participate in work health and safety processes
FBPPPL2001	Participate in work teams and groups

For more information, contact VET and Pathways Coordinator.

Subject Pre-requisites

English	C in Year 10 Foundation English
Literature	C in Year 10 Foundation English
English as an Additional Language	C in Year 10 Foundation English
Physical Education	C in Year 10 Foundation English, recommended B or above for Year 9 or 10 HPE
Accounting	C in Year 10 Foundation English, B in Year 10 Foundation Accounting (preferred)
Business	C in Year 10 Foundation English, B in Year 10 Foundation Business (preferred)
Geography	C in Year 10 Foundation English, B in Year 10 Foundation Geography (preferred)
Legal Studies	C in Year 10 Foundation English, B in Year 10 Foundation Legal Studies (preferred)
Ancient History	C in Year 10 Foundation English, B in Year 10 Foundation History
Modern History	C in Year 10 Foundation English, B in Year 10 Foundation History
Philosophy and Reason	C in Year 10 Foundation English, B in Year 10 Foundation Philosophy and Reason (preferred)
Italian	C in Year 10 Foundation English, C in Year 10 Foundation Italian (Preferred)
Japanese	C in Year 10 Foundation English, C in Year 10 Foundation Japanese (Preferred)
General Mathematics	C in Year 10 Foundation General Maths
Mathematical Methods	C in Year 10 Foundation Mathematical Methods
Specialist Mathematics	B in Year 10 Foundation Mathematical Methods or C in Foundation Specialist Mathematics **Academic Co-requisite**: Mathematical Methods
Biology	C in Year 10 Foundation English, B in Year 10 Foundation Biology (preferred)
Chemistry	C in Year 10 Foundation English, B in Year 10 Foundation Chemistry (preferred)
Engineering	C in Year 10 Foundation Math Methods, B in Year 10 Foundation Engineering/Physics (preferred) **Academic Co-requisite**: Physics
Physics	C in Year 10 Foundation Math Methods, B in Year 10 Foundation Engineering/Physics (preferred)
Psychology	C in Year 10 Foundation English, B in Year 10 Science (any)
Design	C in Year 10 Foundation English
Digital Solutions	C in Year 10 Foundation English, B in Foundation General Maths, C in Foundation Digital Solutions (preferred)
Dance	C in Year 10 Foundation English, C in Year 10 Dance (preferred) or 9 Dance
Drama	C in Year 10 Foundation English
Film, Television and New Media	C in Year 10 Foundation English (Year 10 FTVNM is beneficial but not compulsory).
General Music	Year 10 Music Excellence program
Music Extension (Yr12 only)	**Academic Co-requisite:** Students are required to undertake Year 11 and 12 General Music
Visual Art	C in Year 10 Foundation English

Subject choices and Course Codes

Faculty	Year 10 Subjects		Year 11 and Year 12 Subjects	
English	ENG	Foundation English	ENG	ENGLISH
	FLT	Foundation Literature	LIT	LITERATURE
			ELX	ENGLISH & LITERATURE EXTENSION (Unit 3 & 4 only)
	FAL	Foundation English as an Additional Language	EAL	ENGLISH AS AN ADDITIONAL LANGUAGE
	FEE	Foundation Essential English	ENE	Essential English
Health & Physical Education	FPE	Foundation Physical Education	PED	PHYSICAL EDUCATION
	FRN	Foundation Sport and Recreation	REC	Sport and Recreation
	FBL	School of Excellence Football	FBL	School of Excellence Football
	GOL	School of Excellence Golf	GOL	School of Excellence Golf
	TEN	School of Excellence Tennis	TEN	School of Excellence Tennis
	VBL	School of Excellence Volleyball	VBL	School of Excellence Volleyball
	SPS	Sports Performance Analysis		
	VHL	VET: Certificate in Health	VHL	VET: Certificate in Health
	FHE	Foundation Health	HEA	HEALTH
	VRC	*VET: Certificate in Sports Coaching	VRC	*VET: Certificate in Sports Coaching
Humanities	FAC	Foundation Accounting	ACC	ACCOUNTING
	FBU	Foundation Business	BUS	BUSINESS
	VBU	VET Certificate III in Business	VBU	VET: Certificate III in Business
			VBD	VET: Diploma in Business
			BSQ	Business Studies
	FGE	Foundation Geography	GEG	GEOGRAPHY
	FLG	Foundation Legal Studies	LEG	LEGAL STUDIES
	FHI	Foundation History	AHS	ANCIENT HISTORY
			MHS	MODERN HISTORY
	FPR	Foundation Philosophy and Reason	PHR	PHILOSOPHY AND REASON
Languages	FIL	Foundation Italian	ITL	ITALIAN
	FJP	Foundation Japanese	JAP	JAPANESE
Mathematics	FGM	Foundation General Mathematics	MAG	GENERAL MATHEMATICS
	FMM	Foundation Mathematical Methods	MAM	MATHEMATICAL METHODS
	FSM	Foundation Specialist Mathematics	MAS	SPECIALIST MATHEMATICS
	FEM	Foundation Essential Mathematics	MAE	Essential Mathematics
Science	FBI	Foundation Biology	BIO	BIOLOGY
	FCH	Foundation Chemistry	CHM	CHEMISTRY
	FEP	Foundation Engineering/Physics	EGR	ENGINEERING
			PHY	PHYSICS
	FPS	Foundation Psychology	PSY	PSYCHOLOGY
	FSP	Foundation Science in Practice	SCP	Science in Practice
Technologies	FDE	Foundation Design	DES	DESIGN
	FGG	Foundation Engineering Pathways	VGG	VET: Certificate II Engineering Pathways
	FFS	Foundation Furnishing Skills	FUR	Furnishing Skills
			GSK	Industrial Graphics Skills
	HSP	Hospitality	VHT	VET: Certificate II Hospitality
	FDG	Foundation Digital Solutions	DIS	DIGITAL SOLUTIONS
	FIT	Foundation Information Communication Technology	ICT	Information and Communication Technology
	VCI	VET: Certificate in Creative Industries (Screen and Media)	VCI	VET: Certificate in Creative Industries (Screen and Media)
	VIT	VET: Certificate in Information Technology	VIT	VET: Certificate in Information Technology
	VIT	VET: Certificate in Applied Digital Technology	VIT	VET: Certificate in Applied Digital Technology
	VDE	*VET: Diploma of Entrepreneurship & Innovation	VDE	*VET: Diploma of Entrepreneurship & Innovation
	VSC	*VET: Certificate in Supply Chain	VSC	*VET: Certificate in Supply Chain
The Arts	FDA	Foundation Dance	DAN	DANCE
	FDR	Foundation Drama	DRA	DRAMA
			DRP	Drama in Practice
	MEX	Foundation Music Excellence	MEX	MUSIC
			MUX	MUSIC EXTENSION (Unit 3 & 4 only)
			MUP	Music in Practice
	FAP	Foundation Arts in Practice	AIP	Arts in Practice
	FTN	Foundation Film TV New Media	FTM	FILM, TELEVISION AND NEW MEDIA
	FFA	Foundation Fashion	FAZ	Fashion
	FMP	Foundation Media Arts in Practice	MAP	Media Arts in Practice
	FVA	Foundation Visual Art	ART	VISUAL ART
			ADE	School of Excellence Art & Design
	FVP	Foundation Visual Arts in Practice	VAP	Visual Arts in Practice

Key:

- **CAPITAL SUBJECTS** = General subjects
- **Shaded subjects** = Applied subjects
- **VET:** = Vocational Education and Training Certifcates
- **Foundation** = Year 10 Foundation subjects
- ***** = new subjects introduced in 2024.