

Student Name: _____ Year: _____

In 2023/24 the following subjects will be offered at Peregian Beach College for study by students in Years 11 & 12.

ATAR Education Pathways

- ✓ Select 6 subjects from this list below. A **minimum of 4 General subjects**
- ✓ You **MUST** choose **English** since it is required to obtain an ATAR score

QCE Education Pathways

- ✓ Select 6 courses of study from the list below, especially if a Short Course is selected

How to:

- ✓ Number your choices 1, 2, 3, 4, and 6
- ✓ The order of choice is not important
- ✓ Please return this form to your Form teacher by end of Monday Week 8 (5 September)

Subject Selection for Year 11 & 12 in 2023/24

English		
1	English	
2	Essential English (Applied)	
Mathematics		
3	Mathematics Methods OR	
4	General Mathematics OR	
5	Numeracy Short Course	
Science		
5	Physics	
5	Biology	
6	Psychology	
7	Aquatics (Applied)	
Business and Economics		
8	Business	
9	Legal Studies	
Health and Physical Education		
10	Physical Education	
11	Sport and Recreation (Applied)	
12	Food and Nutrition	
The Arts		
13	Visual Arts	
14	Music	
External Subjects		
15	Distance Education option (contact Senior School Coordinator)	
16	VET course Option (contact Senior School Coordinator)	

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Years 11 & 12
Senior Course Guide
2023/2024

Contents

College Philosophy.....	3
Teaching Team Contacts.....	4
Introduction.....	5
GENERAL SUBJECTS	
English.....	10
Mathematical Methods	12
General Mathematics	13
Business.....	15
Music.....	16
Food and Nutrition.....	18
Biology.....	20
Physics.....	22
Visual Arts.....	24
Physical Education.....	26
Legal Studies.....	28
Psychology.....	30
APPLIED SUBJECTS	
Essential English.....	32
Information and Communication Technology	34
Sport and Recreation	36
Aquatic Practices	38
Short Courses.....	39

Mission

"To enable each of our students to realise their full academic, social, cultural, sporting and community potential, and to assist them in becoming valued members of their communities."

Values

The following principles and values guide all we do at Peregian Beach College:

Reflective Practices

We encourage students, staff and families to reflect on the contemporary world in the light of social justice as the basis for individual and community growth.

Inclusivity

We are a friendly and inclusive College. We value each individual member and welcome all families.

Service of Others

We foster service of others by way of educational experiences that are based on justice and compassion.

Excellence

We encourage our students to be persons of integrity, who realise their potential, and strive for excellence.

Teaching Team Contacts

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Introduction

The Peregian Beach College Senior Course Guide is a resource to support students and parents/carers in Year 11 and 12 (2023/24) with their planning of a senior educational pathway. The information contained in this booklet is a summary of the approved General and Applied syllabuses offered at Peregian Beach College.

General syllabuses

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

Applied Syllabuses

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

Short Courses

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

Underpinning factors

All senior syllabuses are underpinned by:

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

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Students should complete Units 1 and 2 before starting Units 3 and 4.

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

General syllabuses and Short Course syllabuses are underpinned by:

21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative

thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Applied syllabuses are underpinned by:

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

General and Applied Subjects: Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

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

External assessment

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

External assessment is:

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

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

Student Education and Training Pathways

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Our school will help students develop their individual plan and a QCAA **learning account will be opened.**

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

QCE Requirements

To receive a QCE, students must achieve the **set amount of learning, at the set standard, in a set pattern**, while **meeting literacy and numeracy requirements**. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

As well as meeting the below requirements, students will require a **learning account and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.**

Set
amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set
pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set
standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy &
numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

● Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

● Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	1
<ul style="list-style-type: none"> QCAA Short Course in Literacy QCAA Short Course in Numeracy 	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

● Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	1
<ul style="list-style-type: none"> QCAA Short Course in Aboriginal & Torres Strait Islander Languages QCAA Short Course in Career Education 	
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Australian Tertiary Admission Rank (ATAR) eligibility

This education pathway is suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies.

The ATAR is used nationally and indicates a student's position relative to other ATAR-eligible students. Queensland ATARs are based on a student's:

- best five General subject results, or
- best results in four General subjects, plus one Applied subject, or
- best results in four General subjects, plus one VET qualification at Certificate III or above.

To be eligible for an ATAR, students must successfully complete an English subject. The result in English will only be included in the ATAR calculation if it is one of the student's best five scaled results.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

General Subjects via Distance Education

General subjects, other than those offered at the College, may be studied through Distance Education upon negotiation with the College. Those subjects via that mode would be subjects that students are required to study to meet university entrance. The cost of the first subject (approximately \$1500/subject/year) would be paid by the College provided that the student 'passed' each semester of the course.

School-Based Traineeships/Apprenticeships

The College will support students undertaking school-based traineeships (SBT) and apprenticeships. General subjects, other than those offered at the College, may be studied. SBT's allow students to train and do paid work in their chosen area (usually for one day a week) while still attending school the rest of the week. The training may occur at work or at a TAFE or a private training organisation. The traineeship contributes to the QCE. Please note that a training agreement needs to be signed. This is a contractual committing the trainer, College, student, parent and employer to the traineeship or apprenticeship. It may be completed after Year 12.

ENGLISH

English offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives.

In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Through the study of both literary texts and non-literary texts students are guided to develop and meet these demands 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 purpose and audience. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Pathways

English is a General 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 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. Results in English may contribute to an Australian Tertiary Admission Rank (ATAR) calculation and contribute to the Queensland Certificate of Education (QCE).

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

Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

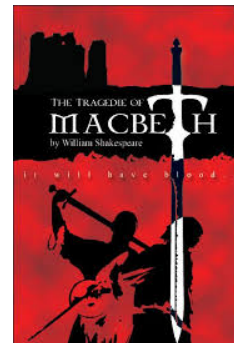
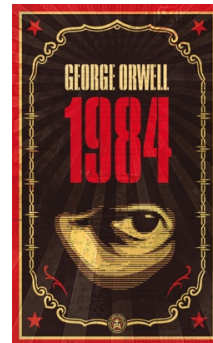
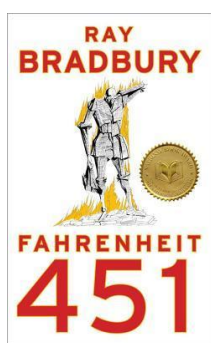
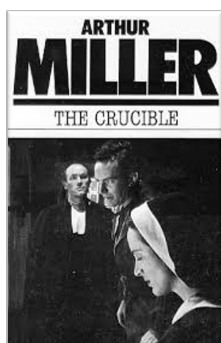
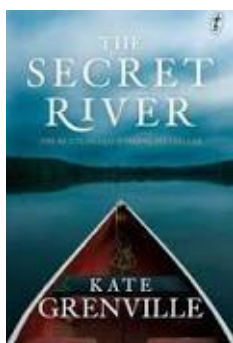
Assessment

Schools devise formative assessments in Units 1 and 2 to suit their local context. These assessments provide opportunities for students to experience and respond to the types of summative assessment they will encounter in Units 3 and 4.

In Units 3 and 4 students complete four summative assessments. The result 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 — literary essay	25%	Summative internal assessment 3 (IA3): • Examination — imaginative written response (soliloquy)	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response (analytical essay)	25%



MATHEMATICAL METHODS

Mathematical Methods' major domains are algebra, functions, relations and their graphs, calculus, and statistics. This is an advanced course and should only be taken if students maths skills are advanced.

Pathways

Where can Mathematical Methods lead?

- natural and physical sciences (especially physics and chemistry)
- mathematics and science education
- medical and health sciences (including biology, biomedical science)
- engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining)
- computer science (including electronics and software design)

Structure

Unit 1 Algebra, statistics and functions	Unit 2 Calculus and further functions	Unit 3 Further calculus	Unit 4 Further functions and statistics
<ul style="list-style-type: none">• Topic 1: Arithmetic and geometric sequences and series 1• Topic 2: Functions and graphs• Topic 3: Counting and probability• Topic 4: Exponential functions 1• Topic 5: Arithmetic and geometric sequences and series 2	<ul style="list-style-type: none">• Topic 1: Exponential functions 2• Topic 2: The logarithmic function 1• Topic 3: Trigonometric functions 1• Topic 4: Introduction to differential calculus• Topic 5: Further differentiation and applications 1• Topic 6: Discrete random variables 1	<ul style="list-style-type: none">• Topic 1: The logarithmic function 2• Topic 2: Further differentiation and applications 2• Topic 3: Integrals	<ul style="list-style-type: none">• Topic 1: Further differentiation and applications 3• Topic 2: Trigonometric functions 2• Topic 3: Discrete random variables 2• Topic 4: Continuous random variables and the normal distribution• Topic 5: Interval estimates for proportions
<p>Assessment Formative internal assessment/s</p>	<p>Assessment Formative internal assessment/s</p>	<p>Assessment Summative internal assessment 1: Problem-solving and modelling task (20%) Summative internal assessment 2: Examination (15%)</p>	<p>Assessment Summative internal assessment 3: Examination (15%)</p>

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.

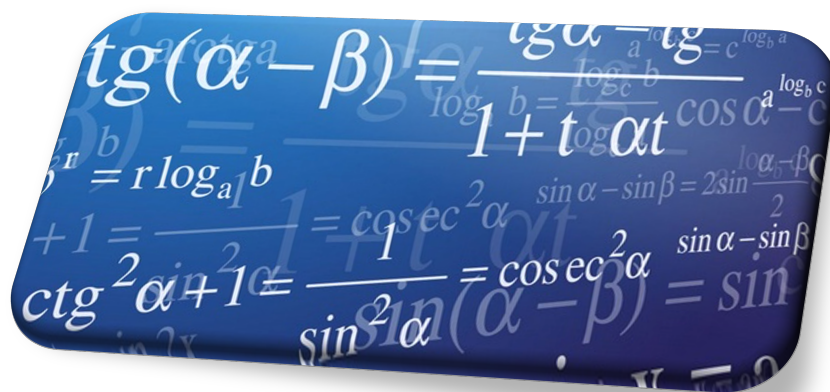
Pathways

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



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Linear equations and their graphs 	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none"> • Applications of trigonometry • Algebra and matrices • Univariate data analysis 	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • 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):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> • Problem-solving and modelling task 		<ul style="list-style-type: none"> • Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> • Examination 			
Summative external assessment (EA): 50%			
<ul style="list-style-type: none"> • Examination 			

BUSINESS

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

QCE Business Studies			
Unit 1- Year 11	Unit 2- Year 11	Unit 3- Year 12	Unit 4- Year 12
Term 1-2 2023	Term 2-3 2023	Term 4 2023-Term 1 2024	Term 2-4 2024
Topic 1- Fundamentals of Business Topic 2- Creation of Business Ideas	Topic 1- Establishment of a Business Topic 2- Entering Markets	Topic 1- Competitive Markets Topic 2- Strategic Development	Topic 1- Repositioning of a Business Topic 2- Transformation of a Business
Formative Internal Assessment (FIA) FIA1 Topic 1- Combination Exam FIA2 Topic 2- Feasibility Study- Business Report	Formative Internal Assessment (FIA) FIA3 Topic 1- Investigation- Business Report FIA4 Topic 2- Combination Exam	Summative Internal Assessment (SIA) SIA 1-Topic 1- Combination Exam SIA2-Topic 2- Feasibility Study- Business Report	Summative Internal Assessment (SIA) SIA 3-Topic 1- Investigation- Business Report SEA 4-Topic 2- Combination Exam (External Assessment)
All assessments are worth 25% of students' mark.			

MUSIC

Music is an intellectually engaging intersection of lateral thought and practice. Creative and expressive communication is central to the course of study. The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music.

The development of musicianship through making (composing and performance) and responding (musicology) is at the centre of the study of music. 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

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

Objectives

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

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

Structure

2023		2024	
Alternative Sequence Unit 1	Alternative Sequence Unit 2	Alternative Sequence Unit 3	Alternative Sequence Unit 4
<p>Designs Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that</p>	<p>Identities Through inquiry learning, the following is explored:</p> <p>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and</p>	<p>Innovations Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p>Narratives Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

communicates meaning through performance and composition?	personal identities when performing, composing and responding to music?		
Assessment		Assessment	
AS unit 1 summative internal assessment 1: performance (20%) AS unit 1 summative internal assessment 2: composition (20%)	AS unit 2 summative internal assessment 3: Integrated project (35%)	AS unit 3 summative internal assessment 1: Performance (20%) AS unit 3 summative internal assessment 2: Composition (20%)	AS unit 4 summative internal assessment 3: Integrated project (35%)
Year 11 - AS units 1 & 2 formative internal assessment: Examination (25%) Year 12 – AS units 1 & 2 summative external assessment: Examination (25%)		Year 11 - AS units 3 & 4 formative internal assessment: Examination (25%) Year 12 – AS units 3 & 4 summative external assessment: Examination (25%)	



FOOD & NUTRITION

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, in conjunction with study of the food system.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development and the overarching principles of waste management, sustainability and food protection that have an impact on all sectors of the food system.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition.

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- 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
Food science of vitamins, minerals and protein <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions 	Food drivers and emerging trends <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets 	Food science of carbohydrate and fat <ul style="list-style-type: none"> • The food system • Carbohydrate • Fat • Developing food solutions 	Food solution development for nutrition consumer markets <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Food development process

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	20%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Project — folio	25%	Summative external assessment (EA): • Examination	25%

Food and Nutrition - General subject	Prerequisites for Senior
Food Technology	Minimum C in Year 10
English	Minimum C in Year 10
Mathematics	Minimum C in Year 10
Science	Minimum C in Year 10



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.

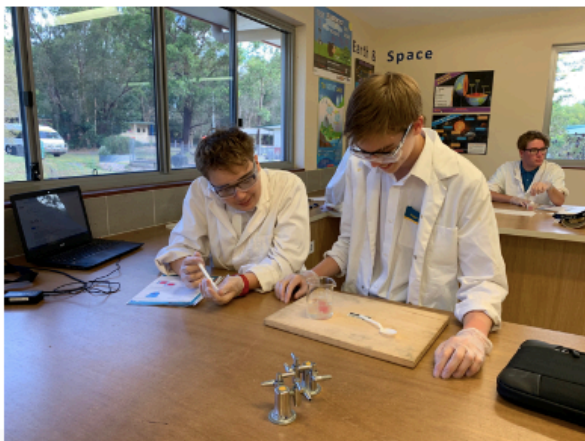
Pathways

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

2023		2024	
Alternative Sequence Unit 3	Alternative Sequence Unit 4	Alternative Sequence Unit 1	Alternative Sequence Unit 2
Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity • Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> • DNA, genes and the continuity of life • Continuity of life on Earth 	Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis • Infectious diseases
Assessment		Assessment	
Interna Assessment 1 (IA1) – Data Test (10%) Internal Assessment 2 (IA2) – Student Experiment (20%)	Internal Assessment 3 (IA3) – Research Investigation (20%)	Internal Assessment 1 (IA1) – Data Test (10%) Internal Assessment 2 (IA2) – Student Experiment (20%)	Internal Assessment 3 (IA3) – Research Investigation (20%)
Year 11 – Internal Assessment 4 (IA4) – Examination (50%) Year 12 – External Assessment – Examination (50%)		Year 11 – Internal Assessment 4 (IA4) – Examination (50%) Year 12 – External Assessment – Examination (50%)	



PHYSICS

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Pathways

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

Objectives

Physics aims to develop students':

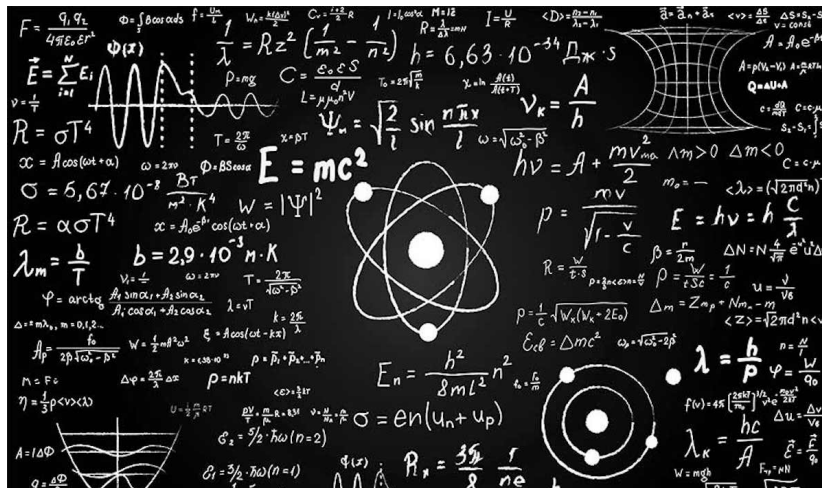
- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society;
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action;
- understanding of the ways in which matter and energy interact in physical systems across a range of scales;
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues;
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence;
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims;
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Assumed Knowledge (prior learning or experience)

The P-10 Australian Curriculum: Science is assumed knowledge for this syllabus.

Structure

2023		2024	
Unit 1 Thermal, nuclear and electrical physics	Unit 2 Linear motion and waves	Unit 3 Gravity and electromagnetism	Unit 4 Revolutions in modern physics
<ul style="list-style-type: none"> • Topic 1: Heating processes • Topic 2: Ionising radiation and nuclear reactions • Topic 3: Electrical circuits 	<ul style="list-style-type: none"> • Topic 1: Linear motion and force • Topic 2: Waves 	<ul style="list-style-type: none"> • Topic 1: Gravity and motion • Topic 2: Electromagnetism 	<ul style="list-style-type: none"> • Topic 1: Special relativity • Topic 2: Quantum theory • Topic 3: The Standard Model
Assessment		Assessment	
Formative internal assessment/s	Formative internal assessment/s	Summative Internal Assessment 1: Data Test (10%) Summative Internal Assessment 2 :Student Experiment (20%)	Summative Internal Assessment 3: Research Investigation (20%)
Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools hold develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2.		Summative External Assessment – Examination (50%)	

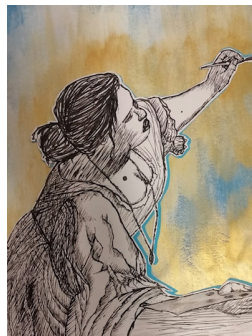


VISUAL ART

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

2023		2024	
Alternative Sequence Unit 1	Alternative Sequence Unit 2	Alternative Sequence Unit 3	Alternative Sequence Unit 4
<p>Art as code Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: contemporary, personal, cultural and/or formal • Focus: Codes, symbols, signs and art conventions <p>Media: student-directed</p>	<p>Art as lens Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: contemporary, personal, cultural and/or formal • Focus: People, place, objects <p>Media: student-directed</p>	<p>Art as knowledge Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed <p>Media: student-directed</p>	<p>Art as alternate Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus <p>Media: student-directed</p>
Assessment		Assessment	
<p>Summative internal assessment 1 (IA1): Investigation — inquiry phase 1 (15%)</p> <p>Summative internal assessment 2 (IA2): Body of Work Project — inquiry phase 2 (25%)</p>	<p>Summative internal assessment 3 (IA3): Project — inquiry phase 3 (35%)</p>	<p>Summative internal assessment 1 (IA1): Investigation — inquiry phase 1 (15%)</p> <p>Summative internal assessment 2 (IA2): Body of Work Project — inquiry phase 2 (25%)</p>	<p>Summative internal assessment 3 (IA3): Project — inquiry phase 3 (35%)</p>
Year 11 – End of year exam: 25%		Year 11 – End of year exam: 25%	
Summative external assessment (EA): 25% Examination		Summative external assessment (EA): 25% Examination	

PHYSICAL EDUCATION

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In AS Unit 1, students determine the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In AS Unit 2, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In AS Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In AS Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

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

Units for 2023		Units for 2024	
Unit 1	Unit 2	Unit 3	Unit 4
Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers 	Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

In Units 1 and 2 or 3 and 4 students completed four summative assessments, dependent upon the year'. 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

2023 Completion			2024 completion				
Unit 1		Unit 2		Unit 3		Unit 4	
AS Unit 1 Summative internal assessment 1 (IA1) <ul style="list-style-type: none"> • Project - folio 	25%	AS Unit 2 Summative internal assessment 3 (IA3) <ul style="list-style-type: none"> • Project - folio 	30%	AS Unit 3 Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Project- folio 	25%	AS Unit 4 Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Project- folio 	30%
AS Unit 1 Summative internal assessment 2 (IA2) <ul style="list-style-type: none"> • Investigation- Report 	20%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination 	25%	Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation - report 	20%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination - combination response 	25%

LEGAL STUDIES

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:

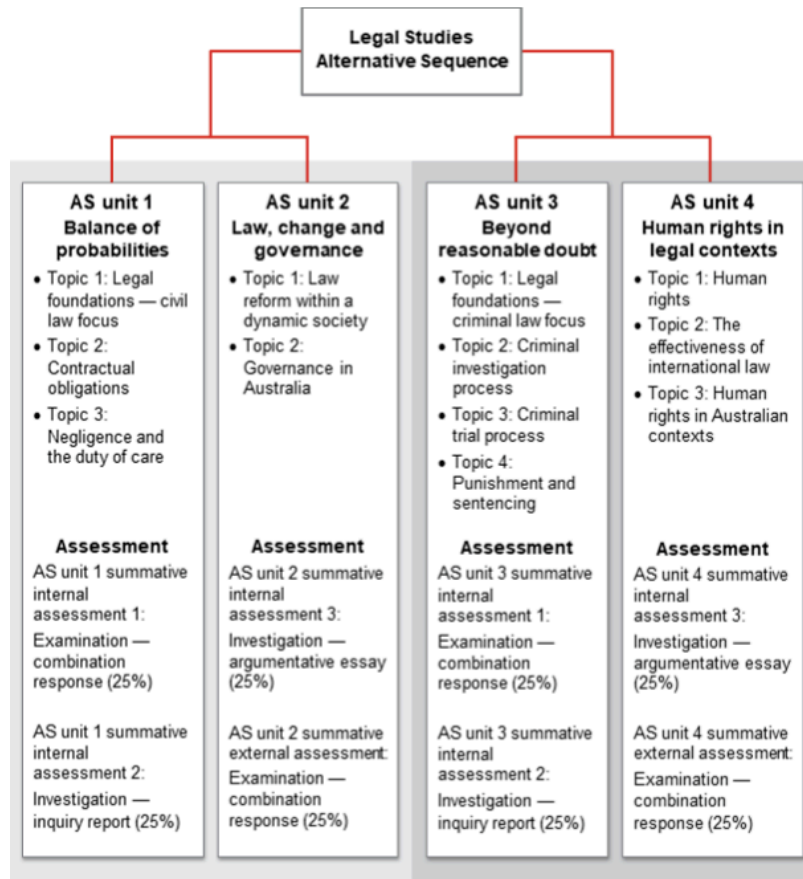
- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning



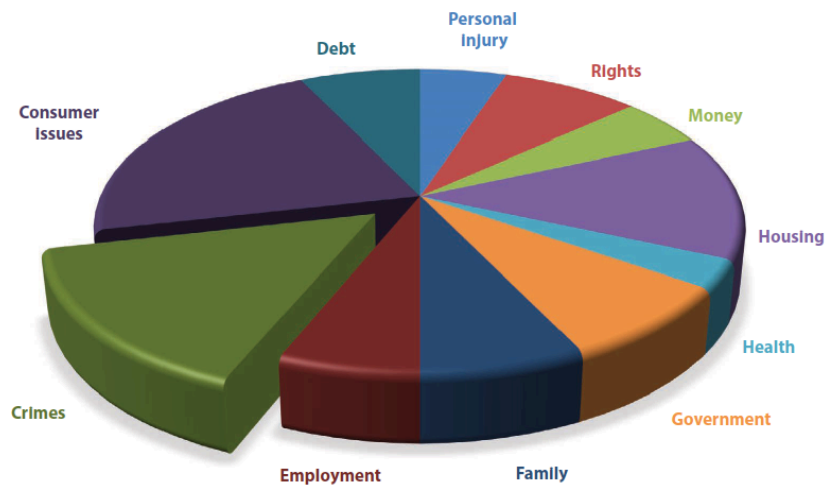
Due to the introduction of the Alternative Sequence, students commencing Legal Studies in 2023 will study units in the following sequence:

2023		2024	
AS Unit 1	AS Unit 2	AS Unit 3	AS Unit 4
Civil Law- Balance of Probabilities.	Law, Change and Governance.	Criminal Law-Beyond Reasonable Doubt	Human Rights Topics 1-2 – Human





Prevalence of Legal Problems in Australia



Lippingwell, et al, 2018.

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.

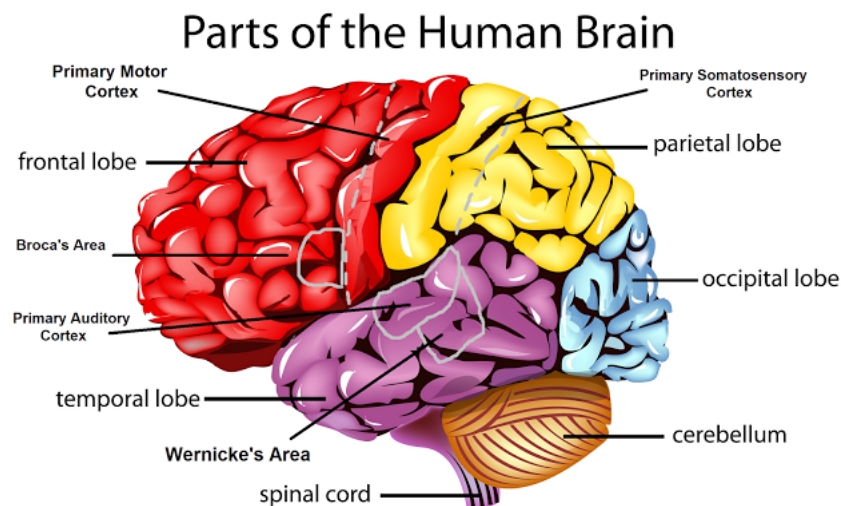
Pathways

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

2023		2024	
Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> Psychological science The role of the brain Cognitive development Human consciousness and sleep 	Individual behaviour <ul style="list-style-type: none"> Psychological science Intelligence Diagnosis Psychological disorders and treatments Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> Localisation of function in the brain Visual perception Memory Learning 	The influence of others <ul style="list-style-type: none"> Social psychology Interpersonal processes Attitudes Cross-cultural psychology
Assessment		Assessment	
Internal Assessment 1 (FIA1) – Data Test (10%)	Internal Assessment 3 (FIA3) – Research Investigation (20%)	Internal Assessment 1 (IA1) – Data Test (10%)	Internal Assessment 3 (IA3) – Research Investigation (20%)
Internal Assessment 2 (FIA2) – Student Experiment (20%)		Internal Assessment 2 (IA2) – Student Experiment (20%)	
Year 11 – Internal Assessment 4 (FIA4) – Examination (50%)		Year 12 – External Assessment (EA) – Examination (50%)	

ESSENTIAL ENGLISH

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences 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
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how the language they engage with positions them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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.

Structure

2023		2024	
Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context. • Creating multimodal and written texts. 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts
Assessment		Assessment	
Formative Internal Assessment 1 (25%)	Formative Internal Assessment 3 (25%)	Summative Internal Assessment 1 (IA1) – Extended response — spoken/signed response (25%)	Summative internal assessment 3: Extended response — multimodal response (25%)
Formative Internal Assessment 2 (25%)	Formative Internal Assessment 4 (25%)	Summative internal assessment 2: Common internal assessment (25%)	Summative internal assessment 4: Extended response — written response (25%)

INFORMATION AND COMMUNICATION TECHNOLOGY

The subject Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today. These environments continue to be transformed by the increasing evolution and impact of ICT. This is a highly dynamic field, subject to unpredictable transformations by emerging technology and requiring constant adaptation by those who engage with it directly, or by those whose lives and communities are affected by its innovations. Across business, industry, government, education and leisure sectors, rapidly changing ICT practices and protocols create corresponding vocational opportunities. To enable students to take advantage of these opportunities, this subject area will equip them with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems.

Students will develop knowledge, understanding and skills across multiple platforms and operating systems, and will be ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions. The subject Information and Communication Technology is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems. To achieve this, the subject includes core knowledge, understanding and skills relating to hardware, software and ICT in society. The core is explored through elective contexts that provide the flexibility needed to accommodate new technology, and the wide range of interests and abilities of the students who study it.

Pathways

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

Dimensions and Objectives

The dimensions are the salient properties or characteristics of distinctive learning for this subject. The objectives describe what students should know and be able to do by the end of the course of study. Progress in a particular dimension may depend on the knowledge, understanding and skills developed in other dimensions. Learning through each of the dimensions increases in complexity to allow for greater independence for learners over a four-unit course of study. The standards have a direct relationship with the objectives and are described in the same dimensions as the objectives.

Schools assess how well students have achieved all of the objectives using the standards.

The dimensions for a course of study in this subject are:

- Dimension 1: Knowing and understanding
- Dimension 2: Analysing and applying
- Dimension 3: Producing and evaluating.

Structure

During Years 11 and 12, students will study the following topics:

- Website Design and Development
- Website Development
- Animation
- Databases and Advanced Websites
- Game Design and Development
- Audio and Video Production
- Presenting Me

Assessment

Students will complete three projects and one extended response task each year (one assessment item per term). Year 11 assessment items are formative while Year 12 assessment items are summative. All assessment for this subject is internal.

Summative assessments

Subject Type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal assessment (100%)	Up to 4	Only 1 may contribute when combined with 4 General subjects.

SPORT AND RECREATION

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

Participation in sport and recreation activities can contribute to enhancing students' experiences and opportunities regarding employment, enterprise, further study, leisure and lifelong learning. They provide a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational, life and physical skills. The skills developed in Sport and Recreation may be oriented towards work, personal fitness, or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sporting and recreational activities, contributing to ongoing personal and community development throughout their adult life.

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 will:

- 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

Core Topic 1	Core Topic 2	Core Topic 3	Core Topic 4
<p>Sport & recreation in the community</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Sport and recreation have an important role within Australian society. • Agencies have a role in the promotion of sport and recreation, in the broader community. 	<p>Sport, recreation & healthy living</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Physical activity in sport and recreation activities supports the development and maintenance of health and performance. 	<p>Health & safety in sport & recreation activities</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Policies, strategies, rules and technology can be used to promote health and safety in sport and recreation activities. 	<p>Personal & interpersonal skills in sport & recreation activities</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Personal and interpersonal skills, including leadership and communication skills, are essential for effective participation in sport and recreation activities.

AQUATIC PRACTICES

The subject Aquatic Practices investigates how Australians interact with their coastal waters, freshwater rivers, lakes and wetlands. Australia’s seas and inland waterways have always played a critical role in supporting human habitation and culture, from pre-colonisation to the present day. Through a study of Aquatic Practices, students will gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

This Applied syllabus describes learning in Aquatic Practices in four areas of study: ‘Environmental’, ‘Recreational’, ‘Commercial’ and ‘Cultural’. Knowledge, understanding and skills related to ‘Safety and management practices’ are embedded in all four areas of study. Students will gain knowledge and understanding of the principles underpinning safety and management in the aquatic environment, and of the commercial, environmental, recreational and cultural considerations and opportunities around aquatic practices.

The course is broken down into 8 modules. (1 module and assessment per term) Year 11 assessment task mirrors the expectations of year 12, allowing students to become familiar with formatting and expectations.

2023			
Term 1	Term 2	Term 3	Term 4
Oceanography	Marine Biology	Navigation	Surfing
Project (25%)	Investigation (25%)	Persuasive essay (25%)	Project (25%)
2024			
Term 5	Term 6	Term 7	Term 8
Aquaponics	Mangroves	Marine Management	Snorkelling
Project (25%)	Investigation (25%)	Persuasive essay (25%)	Project (25%)

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture.



Short Course: Numeracy 2018

Frequently asked questions

What are the key features of Short Courses?

Short Courses are:

- one-unit courses requiring approximately 55 hours of teaching, learning and assessment time
- available for delivery in Years 10, 11 or 12.

Short Courses have:

- two summative internal assessments, each with two parts
- instrument-specific A–E standards for each assessment
- exit folios of student responses on which student results are determined.

Results in Short Courses:

- do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation
- may contribute to attainment of a Queensland Certificate of Education (QCE).

Why offer this Short Course?

The QCE system aims to ensure students exit the education system as literate and numerate people with a genuine capacity to overcome challenges in the 21st century.

The Numeracy Short Course is aimed at students who may not otherwise attain the minimum requirements for numeracy that are necessary for awarding the QCE. It may also be used as a supplemental course for students who require or wish to pursue additional or further numeracy exposure.

Who should complete this Short Course, and when?

Students most suited to this course are those who may have been identified as being disengaged with studies in Mathematics, who might benefit from further exposure to numeracy, or who are at risk of not attaining the numeracy requirement for their QCE.

Students must be performing at least at Level 2 of the Australian Core Skills Framework (ACSF) to undertake this course.

It is a school-based decision as to how and when the Numeracy Short Course is implemented. It can be undertaken by students in Years 10, 11 or 12.

What will students study?

The course is designed to support students in developing their knowledge and capacity to apply numeracy skills to complete valuable life-related tasks. There are two focus topics:

- Personal identity and education, where students learn to apply numeracy skills and mathematics in structured learning situations, e.g. making financial decisions based on spreadsheets, timetables, survey data, utility bills and graphical displays

- The work environment, where students learn to deal with situations in the work environment that involve the use and application of a range of mathematical skills and knowledge, e.g. understand operating procedures, data collection, instruction manuals, material lists or catalogue items.

Students also learn how to structure and think about their learning in numeracy.

How long does the course take to complete?

The Short Course has been developed with a notional teaching, learning and assessment time of 55 hours. Schools may implement the Short Course in a number of different ways. They may choose to:

- deliver the course
 - as a timetabled unit of work
 - over an extended period, e.g. a semester or year
 - before or after school
 - in partnership with non-school providers
- offer the course as part of a timetabled subject, e.g. offer the course as an integrated component of another Mathematics course of study.

How much support should schools offer students completing this Short Course?

Students will require help and guidance as they progress through the course. Teachers are responsible for modelling and providing strategies for students working at a dependent, guided or independent level of study to understand the following core skills of the course:

- identifying and communicating mathematical information
- approaching and solving mathematical problems
- learning.

How do schools make accurate judgments about student achievement?

This syllabus has two assessments. Each assessment has two parts. Standards are provided for each part of each assessment. Teachers match the student response to the instrument-specific standard. The student responses are collected to represent a student's exit folio. Schools are required to determine an A–E exit result from the course using an on-balance judgment applied to the folio of student work. A level of achievement is awarded by matching the student work to a standard, even though it is not necessary for the student's responses to have been matched to every characteristic for a standard.

Schools and teachers must have strategies in place for ensuring that work submitted for internal summative assessment is the student's own.

For successful completion of the Short Course, students will be required to demonstrate numeracy skills equivalent to Level 3 of the ACSF. Further information on the ACSF influence on the Numeracy Short Course is available in the *Australian Core Skills Framework* (Department of

How does the Numeracy Short Course differ from other Mathematics subjects?

The rigour and depth of learning in the Numeracy Short Course differs significantly from other Mathematics subjects. Successful completion of the Numeracy Short Course means that students have demonstrated numeracy skills equivalent to Level 3 of the ACSF. This will suit students who are interested in pathways beyond school that lead to vocational education and/or work.

The Numeracy Short Course focuses on developing a student's numeracy and learning skills, whereas the senior Mathematics subjects cover subject matter as outlined in the respective Australian Curriculum Mathematics courses. The senior Mathematics subjects increase in complexity of mathematical understanding from Essential Mathematics to General Mathematics, Mathematical Methods and Specialist Mathematics.

Key similarities and differences between the Numeracy Short Course and senior secondary Mathematics subjects

Numeracy	Senior secondary Mathematics subjects	
Numeracy Short Course	Essential Mathematics (Applied subject)	General Mathematics, Mathematical Methods, Specialist Mathematics (General subjects)
<ul style="list-style-type: none"> • a single unit course that may be delivered in Year 10, 11 or 12 • two summative internal assessments, each with two parts, collated in an exit folio from which a student's result is determined • Short Course result does not contribute to ATAR calculation • results may contribute to attainment of QCE 	<ul style="list-style-type: none"> • a four-unit course, generally delivered over two years • four summative internal assessments from Units 3 and 4, collated in an exit folio from which a student's result is determined • subject result can contribute to ATAR calculation (no more than one Applied subject can contribute to ATAR calculation) • results may contribute to attainment of QCE 	<ul style="list-style-type: none"> • a four unit course, generally delivered over two years • three summative internal assessments and one summative external assessment from Units 3 and 4, the marks from each added together to provide a subject result • subject result can contribute to ATAR calculation • results may contribute to attainment of QCE

Where can I find out more?

If you would like more information, please:

- visit www.qcaa.qld.edu.au/senior/subjects/short-courses
- phone (07) 3864 0375
- email seo@qcaa.qld.edu.au.