Magna Music............................................................................77
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Links to Senior Subjects and Prerequisites .......................83
Year 10 Curriculum

1. All students MUST study an English and mathematics subject.

2. The choice of English and Mathematics courses are determined by Year 9 results.

3. All students will then study four other elective subjects chosen from courses on offer from each of the Departments. In selecting these subjects students need to refer to the guidelines provided throughout this booklet.

NOTE: Changes to courses studied at the end of the semester may be negotiated depending on educational rationale and availability of placement. Students need to carefully consider prerequisite status with, Administration and/or parents when considering electives and any changes to electives. Subject choice is provided, within the limitations of school staff, facility resources and student demand.
General Mathematics

Prerequisites

<table>
<thead>
<tr>
<th>Year 9 Mathematics</th>
<th>Minimum C</th>
</tr>
</thead>
</table>

Course Overview

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shape and Measurement</strong></td>
<td><strong>Data Analysis</strong></td>
<td><strong>Money, measurement and relations</strong></td>
<td><strong>Linear and Non-Linear Relationships, Matrices and Matrix Arithmetic</strong></td>
</tr>
<tr>
<td>• Applications of trigonometry</td>
<td>• Univariate data analysis</td>
<td>• Consumer arithmetic</td>
<td>• Algebra and matrices</td>
</tr>
<tr>
<td>• Shape and measurement</td>
<td>• Bivariate data analysis</td>
<td>• Linear equations and their graphs</td>
<td>• Inequalities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Loans, investments and annuities</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>Exam</td>
<td>Problem Solving and Modelling Task</td>
<td>Exam</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Mathematical Methods

Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 MAGNA Mathematics</td>
<td>Minimum B</td>
</tr>
<tr>
<td>Year 9 Mathematics</td>
<td>Minimum B</td>
</tr>
</tbody>
</table>

Course Overview

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

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra and functions</strong></td>
<td><strong>Algebra and functions</strong></td>
<td><strong>Calculus and further functions</strong></td>
<td><strong>Calculus and further functions</strong></td>
</tr>
<tr>
<td>- Patterns and algebra</td>
<td>- Functions and graphs</td>
<td>- Trigonometric functions</td>
<td>- Trigonometric functions</td>
</tr>
<tr>
<td>- Linear and non-linear relationships</td>
<td></td>
<td>- Exponential functions</td>
<td>- Exponential functions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The logarithmic function</td>
<td>- The logarithmic function</td>
</tr>
</tbody>
</table>

## Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Technology Free Exam</td>
<td>- Technology Free Exam</td>
<td>- Problem Solving and Modelling Task</td>
<td>- Technology Free Exam</td>
</tr>
<tr>
<td>- Technology Active Exam</td>
<td>- Technology Active Exam</td>
<td></td>
<td>- Technology Active Exam</td>
</tr>
</tbody>
</table>

## Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

## Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Specialist Mathematics

Prerequisites

Course Overview

<table>
<thead>
<tr>
<th>Year 9 MAGNA Mathematics</th>
<th>Minimum B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Mathematics</td>
<td>Minimum B</td>
</tr>
</tbody>
</table>

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.
Structure

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **Patterns and algebra**  
  - Review of algebraic techniques  
  - Introduction to methods of factorisation  
  - Classification of real numbers  
  - Introduction to surds  | **Quadratics, and Real and Complex Numbers**  
  - Methods of solving quadratic equations  
  - Quadratic equations with real and imaginary solutions  
  - Complex numbers 1  | **Summary statistics, Introduction to probability, and Combinatorics**  
  - Methods of processing and displaying data  
  - Introduction to probability  
  - Modelling probability and technology  
  - Permutations and combinations  | **Matrices, and matrices and their applications**  
  - Introduction to matrices  
  - Basic operations with matrices  
  - Further applications of matrices |

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| • Technology Free Exam  
  • Technology Active Exam  | • Technology Free Exam  
  • Technology Active Exam  | • Problem Solving and Modelling Task  
  • Technology Free Exam  
  • Technology Active Exam  |

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Mathematics Essential

Course Overview

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.

Students will complete one semester of Essential Mathematics in semester 1 and will complete the Short Course in Numeracy in semester 2 to prepare students for society. Successful completion of the Short Course in Numeracy meets the numeracy requirement for their Queensland Certificate of Education if students choose not to select a Mathematics subject in year 11 and 12.

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number, data and graphs</strong></td>
<td><strong>Money, travel and data</strong></td>
<td><strong>Short Course in Numeracy</strong></td>
<td><strong>Short Course in Numeracy</strong></td>
</tr>
<tr>
<td>• Fundamental topic: Calculations</td>
<td>• Data collection and analysis</td>
<td><strong>Mathematical Knowledge and Skills</strong></td>
<td><strong>Measurement and Geometry</strong></td>
</tr>
<tr>
<td>• Number</td>
<td></td>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
</tr>
<tr>
<td>• Representing data</td>
<td></td>
<td>• Statistics and Probability</td>
<td>• 2D and 3D shapes</td>
</tr>
<tr>
<td>• Graphs</td>
<td></td>
<td>• Number and Algebra</td>
<td>• Angles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Conversions</td>
</tr>
</tbody>
</table>

Assessment

Students will complete two summative assessments for Essential Mathematics as well as four summative assessments for Short Course in Numeracy. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exam</td>
<td>• Problem Solving and Modelling Task</td>
<td><strong>Short Course in Numeracy</strong></td>
<td><strong>Short Course in Numeracy</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mathematical Knowledge and Skills</strong></td>
<td><strong>Measurement and Geometry</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Statistics and Probability</td>
<td>• 2D and 3D shapes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Number and Algebra</td>
<td>• Angles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Conversions</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Multimodal Presentation</strong></td>
<td><strong>Maps, plans and scales</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Student Learning Journal</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Open book Exam</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Student Learning Journal</strong></td>
<td></td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Course Overview

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>War of the Words</strong></td>
<td><strong>The Power and the Passion</strong></td>
<td><strong>Aussie Yarns</strong></td>
<td><strong>Fatal Attraction</strong></td>
</tr>
<tr>
<td>• Examining and creating</td>
<td>• Engaging with persuasive</td>
<td>• Exploring narrative</td>
<td>• Examining and shaping</td>
</tr>
<tr>
<td>perspectives in poetry</td>
<td>texts from diverse times and</td>
<td>conventions in texts</td>
<td>representations of,</td>
</tr>
<tr>
<td>• Responding to a variety of</td>
<td>places</td>
<td>• Examining how perspectives</td>
<td>character, culture,</td>
</tr>
<tr>
<td>texts and poetic forms and</td>
<td>• Responding to spoken texts</td>
<td>are represented in</td>
<td>and beliefs in texts</td>
</tr>
<tr>
<td>conventions</td>
<td>creatively and critically</td>
<td>narrative texts and</td>
<td>• Exploring how narrative</td>
</tr>
<tr>
<td>• Creating responses</td>
<td></td>
<td>how audience perspectives can</td>
<td>construction can position</td>
</tr>
<tr>
<td>for public audiences</td>
<td></td>
<td>be shaped</td>
<td>audiences</td>
</tr>
<tr>
<td>and persuasive texts</td>
<td></td>
<td>• Creating a narrative</td>
<td>• Responding analytically to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>text for literary audiences</td>
<td>literary texts,</td>
</tr>
</tbody>
</table>

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Feature Article (500-600</td>
<td>• Ted Talk (4 minutes)</td>
<td>• Narrative Intervention</td>
<td>• Analytical Essay (unseen</td>
</tr>
<tr>
<td>words)</td>
<td></td>
<td>(600-800 words)</td>
<td>question – 500 words)</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Literature

Prerequisites

| Year 9 English | Minimum C |

Course Overview

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy Cat: Adaptations, Fan Fics and Parodies</td>
<td>Other Worlds: Dystopian and High Fantasy Fiction</td>
</tr>
<tr>
<td>• Students study a range of literary forms</td>
<td></td>
</tr>
<tr>
<td>• In analytical responses, students discuss ideas and qualities of texts drawn from a wide range</td>
<td></td>
</tr>
<tr>
<td>• Students create imaginative texts demonstrating understanding of literary techniques</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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>
<thead>
<tr>
<th>Unit 1 (A)</th>
<th>Unit 1 (B)</th>
<th>Unit 2 (A)</th>
<th>Unit 2 (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analytical Essay (500-600 words)</td>
<td>• Short Story (600-800 words)</td>
<td>• Short Story Plan and Justification (300-400 words)</td>
<td>• Short Story (min 800 words)</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Essential English

Course Overview

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teenage Views</strong></td>
<td><strong>Literature Enrichment</strong></td>
<td><strong>The Power and The Passion</strong></td>
<td><strong>Exploring Representations</strong></td>
</tr>
<tr>
<td>• Exploring a range of issues effecting the lives of young people</td>
<td>• Responding to narrative texts that explore human experiences</td>
<td>• Creating and shaping perspectives on community, local and global issues in texts</td>
<td>• Responding to popular culture texts</td>
</tr>
<tr>
<td>• Creating multimodal, persuasive texts</td>
<td>• Constructing analytical responses</td>
<td>• Responding to texts that seek to influence audiences</td>
<td>• Creating representations of identifies, places, events and concepts within texts</td>
</tr>
</tbody>
</table>

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Persuasive Speech (3 minutes)</td>
<td>• Short Response Exam</td>
<td>• TED Talk (3 minutes)</td>
<td>• Imaginative Script (600-800 words)</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Accounting

Prerequisites

| Year 9 English | Minimum C |

Course Overview

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

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

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

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Investment &amp; Financial Reports</strong></td>
<td><strong>Fundamental accounting concepts</strong></td>
<td><strong>Monitoring a business</strong></td>
<td><strong>Accounting — the big picture</strong></td>
</tr>
<tr>
<td>- Financial analysis (4 ratios) of listed public companies as a decision making tool for a SMSF</td>
<td>- Accounting for a trading GST business</td>
<td>- Managing resources for a trading GST business — non-current assets</td>
<td>- Cash management</td>
</tr>
<tr>
<td>- Participate in ASX school share market game</td>
<td>- End-of-year reporting for a trading GST business</td>
<td>- Fully classified financial statement reporting for a trading GST business</td>
<td>- Complete accounting process for a trading GST business</td>
</tr>
<tr>
<td>- develop excel skills</td>
<td></td>
<td></td>
<td>- Financial analysis (6 ratios) and recommendations</td>
</tr>
</tbody>
</table>

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
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<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Summative Project (25%) – Multi-modal Presentation</td>
<td>- Summative examination (25%) – practical</td>
<td>- Summative examination (25%)</td>
<td>- Summative examination (25%) – practical</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access software through the Resource Hire Scheme or by purchasing them independently. Students will also need access to a BYOD or school laptop computer.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Certificate I in Information, Digital Media and Technology/Certificate I in Financial Services*

*We are currently seeking authorisation to add FNS10115 Certificate I in Financial Services to our scope for delivery beginning in 2020.

ICT10115
FNS10115
RTO SCSHS 40560

Prerequisites

None

Qualification Description

ICT10115 - Certificate I in Information, Digital Media and Technology:
This qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices.

FNS10115 - Certificate I in Financial Services:
This qualification is designed to facilitate an understanding of the Australian financial services marketplace and personal financial situations that will assist in meeting the needs of identified gaps in nationwide financial literacy. It does not have an industry employment outcome.

Entry Requirements

There are no entry requirements for either qualification.

Duration and Location

Both certificates are delivered simultaneously. This is a one-year course delivered in Year 10 on site at Springfield Central SHS.

Course Units

To attain a ICT10115 - Certificate I in Information, Digital Media and Technology, 6 units of competency must be achieved:

Unit Code and Title

FNSFLT201 Develop and use a personal budget
FNSFLT202 Develop and use a savings plan
FNSFLT203 Develop knowledge of debt and consumer credit
FNSFLT204 Develop knowledge of superannuation
FNSFLT205 Develop knowledge of the Australian financial system and markets
FNSFLT206 Develop knowledge of taxation

To attain a FNS10115 - Certificate I in Financial Services, 6 units of competency must be achieved:
Delivery Modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include:
Face to face instruction
Guided learning
Online training

Fees
The cost of this course in 2020 may be subject to change. All school subject costs are endorsed by SCSHS P&C in September annually.

Assessment
Assessment is competency based and completed in a simulated Digital Media and Finance environment.
Units of competency are clustered and assessed in this way to replicate as close as possible what occurs in industry.
Assessment techniques include:
Observation
Folios of work
Questioning
Projects
Written and practical tasks

Resource Statement
Students will require a BYOD or school hire device, USB storage and earphones.

RTO Obligation
The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 9 units of competency will be awarded a Qualification and a record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Pathways
This qualification may articulate into:
Work within a IT/business/finance administration area.
Other specific qualifications available at http://training.gov.au
Business

Prerequisites

| Year 9 English | Minimum C |

Course Overview

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

<table>
<thead>
<tr>
<th>Unit 1</th>
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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Management&lt;br&gt;At the end of this unit, students will be able to identify, understand and develop skills and knowledge to compete in a globalised economy and competitive markets. They will have explored how businesses can operate using environmentally and workforce sustainable practices.</td>
<td>Social Business Ventures&lt;br&gt;At the end of this unit, students will have developed an understanding of an effective social business venture using the $20 Boss Modules program.</td>
<td>Create your own business venture&lt;br&gt;At the end of this unit, students will have applied business knowledge and skills to plan, deliver and reflect on a business, using the $20 Boss Modules program.</td>
<td>Economic Performance&lt;br&gt;At the end of this unit, students will have developed the knowledge and skills to understand the importance of managing economic performance and standard of living through conducting a feasibility study.</td>
</tr>
</tbody>
</table>

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exam (25%)</td>
<td>• Multimodal Presentation (25%)</td>
<td>• Business Plan (25%)</td>
<td>• Report (25%)</td>
</tr>
</tbody>
</table>

Resource Statement

Students will also need access to a BYOD or school laptop computer.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Aerospace

Prerequisites

| Year 9 English | Minimum C |

Course Overview

Students who study Aerospace learn about the fundamentals, history and future of the aerospace industry. They gain knowledge of aeronautics, aerospace operations, human factors, safety management and systems thinking that enable them to solve real-world aerospace problems using the problem-solving process.

In this subject, students use systems thinking habits, systems thinking strategies, and aerospace technology knowledge, concepts and principles to explore problems and develop solutions. Students learn to understand and interpret the relationships between and within connected systems and their component parts. They identify patterns in problematic aerospace systems situations and make proposals concerning solutions. This learnt ability provides students with the higher order cognitive capacity to engage with problems that exist in an exciting and dynamic technological world. Students develop and use analysis, decision-making, justification, recognition, comprehension and evaluation. Students become self-directed learners and develop beneficial collaboration and management skills.

Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences, improving their ability to interpret events, analyse situations and comprehend cause-and-effect relationships. Through their study, students learn to appreciate that short-term fixes may have long-term implications. Students recognise the complexity of global, national and local community problem situations and understand the challenges when generating sustainable and durable solutions.

Pathways

A course of study in Aerospace can establish a basis for further education and employment in the fields of aerospace, science, technologies, engineering and mathematics.

Objectives

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

- recognise and describe aerospace systems problems, knowledge, concepts and principles
- symbolise and explain ideas, solutions and relationships
- analyse problems and information
- determine solution success criteria for aerospace problems
- synthesise information and ideas to propose possible solutions
- generate solutions to provide data to assess the feasibility of proposals
- 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.

• make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Evolving Aerospace Industry</td>
<td>Aviation Weather Systems</td>
<td>Human Factors in Drone Racing</td>
<td>Airport Operations</td>
</tr>
<tr>
<td>In this unit, students explore how flight developed in the 19th and 20th Centuries. They will also examine current and future developments in flight.</td>
<td>At the end of this unit, students will be have explored how weather conditions impact on aerospace systems and used strategies to mitigate any negative influence on performance.</td>
<td>At the end of this unit, students will create, promote and manage a drone racing event, develop and use appropriate safety measure and explore concepts of remote piloted and autonomous aircraft</td>
<td>In this unit, students will explore how airports and airlines minimise inefficiency, restrict waste and maintain regulatory standards to remain profitable, despite high costs and low profitability margins.</td>
</tr>
</tbody>
</table>

Assessment

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

Summative assessments

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<tr>
<th>Unit 1</th>
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<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Multimodal Presentation (25%)</td>
<td>• Exam (25%)</td>
<td>• Project (25%)</td>
<td>• Report (25%)</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access software through the Resource Hire Scheme or by purchasing them independently. Students will also need access to a BYOD or school laptop computer and may have the option of purchasing software related to the curriculum.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Enterprise

Prerequisites

| Year 9 English | Minimum C |

Course Overview

Enterprise is an elective subject whereby students will develop social entrepreneurial skills through social action projects.

Students explore and apply design ideas and how entrepreneurs use techniques, such as rapid prototyping, to move from idea to concept. They will then look deeper into social action and social entrepreneurs, whose business models try and solve social issues. Students will have the opportunity to develop their own business and pitch the idea at our Shark Tank event, potentially receiving funds to establish the idea.

Students reflect on their own areas of passion and interest and use this as a springboard to their business ideas for the rest of the year. This subject is designed that all students celebrate their success in sustainably raising awareness for a social cause that they can continue throughout their schooling as well developing skills towards the Year 11 Business curriculum.

Pathways

A course of study in Enterprise can establish a basis for further education and employment in the fields of non-government organisation or business management, business development, environmental sustainability, entrepreneurship, business analytics, economics, business and environmental law, accounting and finance, international business, marketing, human resources management and business information systems.

Objectives

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

- 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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Projects in Action</td>
<td>Fundamentals of Business and creation of Business ideas</td>
<td>Establishment of a business &amp; Entering markets</td>
<td>Establishing a sustainable business</td>
</tr>
</tbody>
</table>

Students will explore the following concepts of business fundamentals & creation of business ideas using social action-research projects:
- Business characteristics
- Innovation theories
- SWOT analysis
- Ideation
- Competitive ideas/markets

Students will explore concepts of business fundamentals & creation of business ideas:
- Business characteristics
- Business life cycle
- Strategic planning
- Interpretation of relationships
- Innovation theories
- SWOT analysis
- Ideation
- Competitive ideas/markets
- Break-even analysis

Students will explore concepts of establishing a social business/non-government organisations (NGOs):
- Business environments (growth stage)
- Business goals
- Strategic planning
- Financial costings
- Interpretation of data
- Entering markets

Students will refine their ideas to develop a sustainable model for their social business/NGO:
- Strategic planning
- Financial costings
- Interpretation of data
- Environmental factors
- Consumer behaviour
- Evaluation

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project portfolio (35%)</td>
<td>Pitch to Shark Tank (35%)</td>
<td>Report (15%)</td>
<td>Multimodal (15%)</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject. Students will also need access to a BYOD or school laptop computer.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Digital Solutions

Prerequisites

| Year 9 English | Minimum C |

Course Overview

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.

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.

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

Assessment
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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Folio of Work (25%)</td>
<td>• Project (25%)</td>
<td>• Exam (25%)</td>
<td>• Project (25%)</td>
</tr>
</tbody>
</table>

Resource Statement
Students will need to access software through the Resource Hire Scheme or by purchasing them independently. Students will also need access to a BYOD or school laptop computer.

Cost Statement
Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Biology

Prerequisites

<table>
<thead>
<tr>
<th>Year 9 Science</th>
<th>Minimum B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Mathematics</td>
<td>Minimum C</td>
</tr>
</tbody>
</table>

Course Overview

Biology provides opportunities for students to engage with living systems.

Students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological and geological evidence for different theories, such as the theories of natural selection. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Students describe and analyse interactions and cycles within and between Earth’s spheres. They evaluate the evidence for scientific theories that explain the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, nursing, primary and secondary education, 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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cells and body systems</strong>&lt;br&gt;- Cells as the basis of life&lt;br&gt;- Multicellular organisms&lt;br&gt;- Cellular processes&lt;br&gt;- Homeostasis</td>
<td><strong>Ecology</strong>&lt;br&gt;- Ecological relationships&lt;br&gt;- Effect of human activity on global systems</td>
<td><strong>Genetics</strong>&lt;br&gt;- DNA, genes and the continuity of life</td>
<td><strong>Evolution</strong>&lt;br&gt;- Continuity of life on Earth&lt;br&gt;- Theory of Evolution by natural selection</td>
</tr>
</tbody>
</table>

Assessment

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Investigation</td>
<td>Data Test</td>
<td>Research Investigation</td>
<td>Exam</td>
</tr>
</tbody>
</table>

Resource Statement

Students will be provided with worksheets, experiment consumables and use of protective equipment (lab coat and safety goggles) through the Resource Hire Scheme.

Cost Statement

Students may also be offered an opportunity to participate in other curriculum related excursions and activities for a fee.
Chemistry

Prerequisites

<table>
<thead>
<tr>
<th>Year 9 Science</th>
<th>Minimum B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Mathematics</td>
<td>Minimum B</td>
</tr>
</tbody>
</table>

Course Overview

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 types of chemical reactions and factors that affect rates of reaction. Students explore how different types of chemical reactions are used to produce a range of useful products such as fuels, pharmaceuticals, and metals.

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 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, primary and secondary education, environmental science, engineering, medicine, pharmacy, nursing 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

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<thead>
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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chemical fundamentals — structure, properties and Periodic trends</strong></td>
<td><strong>Chemical reactions</strong></td>
<td><strong>Useful products of chemical reactions</strong></td>
<td><strong>Moles, concentrations and stoichiometry</strong></td>
</tr>
<tr>
<td>• Properties and structure of atoms</td>
<td>• Types of chemical reactions</td>
<td>• Fuels</td>
<td>• Avogadro’s number</td>
</tr>
<tr>
<td>• Organisation and trends within the Periodic table</td>
<td>• Representing chemical reactions — word equations and balanced formula equations</td>
<td>• Pharmaceuticals</td>
<td>• % compositions</td>
</tr>
<tr>
<td>• Ionic and covalent bonding</td>
<td>• Rates of chemical reactions</td>
<td>• Nanotechnology</td>
<td>• pH and the pH scale</td>
</tr>
<tr>
<td>• Properties of compounds</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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</tr>
</thead>
<tbody>
<tr>
<td>Data Test</td>
<td>Experimental Investigation</td>
<td>Research Investigation</td>
<td>Exam</td>
</tr>
</tbody>
</table>

Resource Statement

Students will be provided with worksheets, experiment consumables and use of protective equipment (lab coat and safety goggles) through the Resource Hire Scheme.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Physics

Prerequisites

<table>
<thead>
<tr>
<th>Minimum B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Science</td>
</tr>
<tr>
<td>Year 9 Mathematics</td>
</tr>
</tbody>
</table>

Course Overview

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

Students explore systems at different scales and connect properties to explain phenomena. Students explore the physical evidence for different theories, such as the Big Bang. Students understand that motion and forces are related by applying physical laws. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. They evaluate the evidence for scientific theories that explain the origin of the universe. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, primary and secondary education, 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

<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Laws of Motion</strong></td>
<td><strong>Energy</strong></td>
<td><strong>The Universe</strong></td>
<td><strong>Waves</strong></td>
</tr>
<tr>
<td>• Analysis of motion</td>
<td>• Conservation of energy</td>
<td>• Life cycle of stars</td>
<td>• Energy transfer through waves</td>
</tr>
<tr>
<td>• Newton’s Laws</td>
<td>• Electrical circuits</td>
<td>• Age and origins of the universe</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Light and radiation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Relative motion</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Investigation</td>
<td>Data Test</td>
<td>Research Investigation</td>
<td>Exam</td>
</tr>
</tbody>
</table>

Resource Statement

Students will be provided with worksheets, experiment consumables and use of protective equipment (lab coat and safety goggles) through the Resource Hire Scheme.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Applied Science

Course Overview

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

Students explore systems at different scales and connect microscopic and macroscopic properties to explain the phenomena of genetics and heredity by applying scientific theories to practical horticulture. They explore biological and physical evidence to understand human anatomy using different theories, such as the theories of natural selection. Students investigate motion and forces associated with human movement by applying physical laws. They analyse the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale to predict how changes will affect equilibrium within these systems.

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 Applied Science 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 and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genetics</td>
<td>Global Systems</td>
<td>Sport Science – the Physics of Motion</td>
<td>Anatomy and Evolution</td>
</tr>
<tr>
<td>Use of genetics to improve plant varieties</td>
<td>How changes to global systems affect the environment</td>
<td>Laws of Motion</td>
<td>Theory of evolution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Energy transfers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Natural selection</td>
</tr>
</tbody>
</table>
Assessment

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Investigation - Heredity</td>
<td>Analytical Essay - Biospheres</td>
<td>Experimental Investigation – Motion in Sport</td>
<td>Exam – Anatomy and Evolution</td>
</tr>
</tbody>
</table>

Resource Statement

Students will be provided with worksheets, experiment consumables and use of protective equipment (lab coat and safety goggles) through the Resource Hire Scheme.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Psychology

Prerequisites

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Science</td>
<td>Minimum B</td>
</tr>
<tr>
<td>Year 9 English</td>
<td>Minimum C</td>
</tr>
<tr>
<td>Year 9 Mathematics</td>
<td>Minimum C</td>
</tr>
</tbody>
</table>

Course Overview

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 relationship between sleep and performance and factors that may affect memory retention and recall. They consider the influence of others by examining theories of social and biological 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, primary and secondary education, 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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual development</td>
<td>Learning and Memory</td>
<td>Sleep and Performance</td>
<td>The Brain</td>
</tr>
<tr>
<td>• Research methodology</td>
<td>• Cognition (thinking)</td>
<td>• Human consciousness and sleep</td>
<td>• Functional anatomy of the brain</td>
</tr>
<tr>
<td>• Psychological perspectives and theories</td>
<td>• Memory</td>
<td>• Sleep and performance</td>
<td>• The teenage brain</td>
</tr>
<tr>
<td>• Nature vs nurture</td>
<td>• Learning</td>
<td></td>
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</tbody>
</table>

Assessment

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Investigation</td>
<td>Data Test</td>
<td>Experimental Investigation</td>
<td>Exam</td>
</tr>
</tbody>
</table>

Resource Statement

Students will be provided with worksheets and experiment consumables through the Resource Hire Scheme.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Legal Studies

Prerequisites

<table>
<thead>
<tr>
<th>Year 9 Humanities</th>
<th>Minimum B</th>
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</thead>
<tbody>
<tr>
<td>Year 9 English</td>
<td>Minimum B</td>
</tr>
</tbody>
</table>

Course Overview

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Legal foundations  
  - Governance in Australia | Criminal law foundations  
  - Criminal investigation process  
  - Criminal trial process  
  - Punishment and sentencing | Civil law foundations  
  - Contractual obligations  
  - Negligence and the duty of care | Law, governance and change (Employment and the Law)  
  - Law reform within a dynamic society |

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination — combination response (25%)</td>
<td>Investigation — inquiry report (25%)</td>
<td>Examination — combination response (25%)</td>
<td>Investigation — argumentative essay (25%)</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Geography

Prerequisites

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Year 9 Humanities</td>
<td>Minimum B</td>
</tr>
<tr>
<td>Year 9 English</td>
<td>Minimum B</td>
</tr>
<tr>
<td>Year 9 Mathematics</td>
<td>Minimum C</td>
</tr>
</tbody>
</table>

Course Overview

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Natural and Ecological Hazards</strong></td>
<td><strong>Sustainable Biodiversity</strong></td>
<td><strong>Geography of Wellbeing</strong></td>
<td><strong>Feeding World’s People and Diseases</strong></td>
</tr>
<tr>
<td><em>Environmental change and management</em></td>
<td><em>Environmental change and management</em></td>
<td><em>Geographies of human wellbeing</em></td>
<td><em>Geographies of human wellbeing</em></td>
</tr>
<tr>
<td>• Natural hazard zones</td>
<td>• Responding to challenges facing a place in Australia</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>• Ecological hazard zones</td>
<td>• Managing the challenges facing a megacity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Response Exam (25%)</td>
<td>Field Report (Tangalooma) (25%)</td>
<td>Summative Exam – combination response (25%)</td>
<td>Report and Source Analysis Exam (25%)</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students will be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Modern History

Prerequisites

<table>
<thead>
<tr>
<th>Year 9 Humanities</th>
<th>Minimum B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 English</td>
<td>Minimum B</td>
</tr>
</tbody>
</table>

Course Overview

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

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Experiences in the modern world</td>
<td>Ideas in the modern world</td>
<td>Movements in the modern world</td>
<td>Movements in the modern world</td>
</tr>
<tr>
<td>• Middle East Conflict</td>
<td>• Iranian Revolution</td>
<td>• African-American Civil Rights Movement</td>
<td>• Australian Indigenous Rights Movement</td>
</tr>
</tbody>
</table>

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Essay (25%)</td>
<td>Essay Response to Stimulus (25%)</td>
<td>Short Response / Source Analysis (25%)</td>
<td>Independent Source Investigation (25%)</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Justice and Ethics

Course Overview

The Year 10 Justice and Ethics subject encourages students to explore their personal values and life choices and the ways in which these are related to their beliefs. Justice and Ethics helps students understand the personal and relational perspectives of human experience and enhances students’ understanding of how personal beliefs, values and identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. It enables students to investigate, reflect as well as gain knowledge and understanding, on developing the ability to think critically, and to communicate concepts and ideas relevant to their lives and the world in which they live.

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

- Dimension 1: Knowing and understanding
- Dimension 2: Applying and examining
- Dimension 3: Producing and evaluating

Pathways

A course of study in Justice and Ethics 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:

**Dimension 1**

- recognise and describe concepts, ideas and terminology about beliefs and ethics
- identify and explain the ways beliefs and ethics contribute to the personal and relational perspectives of life and society
- explain viewpoints and practices related to beliefs and ethics.

**Dimension 2**

- organise information and material related to beliefs and ethics
- analyse perspectives, viewpoints and practices related to beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes.

**Dimension 3**

- plan and undertake inquiries about beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics and Morality</td>
<td>Social Justice</td>
<td>Good and Evil (Peace and Conflict)</td>
<td>Legally, it could be you.</td>
</tr>
<tr>
<td>• concept of right and wrong</td>
<td>• obligations of all parties</td>
<td>• realities of goodness, truth, beauty, evil and suffering</td>
<td>• sustaining a resilient democracy and cohesive society</td>
</tr>
<tr>
<td>• process of ethical and moral decision making</td>
<td>• structure of systems within a society</td>
<td>• worldviews of ‘the good life’</td>
<td>• Australia’s political and legal systems</td>
</tr>
</tbody>
</table>

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project – research report (ethical or moral issue) – written (25%)</td>
<td>Examination – Short Response Test (25%)</td>
<td>Extended Response to Stimulus (film Review) – spoken (25%)</td>
<td>Project – Persuasive Article (controversial legal issue) (25%)</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Social and Community Studies

Course Overview
People interact in a variety of social, cultural, economic and environmental contexts. It is therefore important for students to understand how their identities are shaped by life opportunities and influenced by factors such as culture, gender, race, class, belief systems and economic status. The Social and Community Studies Applied syllabus deals with the skills students need to function efficiently, effectively and positively in current and future life roles. It encourages them to recognise that emotional and social wellbeing are significant to individuals, families, the community and society as a whole.

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

Three interrelated and interdependent areas of life skills are identified — personal, interpersonal, and citizenship skills. These life skills are core to the subject and provide a framework for a course of study in Social and Community Studies. Life skills encompass social skills, communication skills (e.g. verbal and non-verbal communication, effective speaking, active listening), respect for and interaction with others, building rapport, problem solving and decision making, self-management, building self-esteem, self-confidence and resilience, workplace skills, learning and study skills. Students investigate these life skills through a variety of electives dealing with topics such as personal economics and consumerism, legal issues, the world of work, workplace relations, the Arts and the community, food and nutrition, health, recreation and leisure, relationships and gender issues, and science and technology. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working with others in the community, allowing them to establish positive relationships and networks, and to be active and informed citizens.

Pathways
A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

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

**Dimension 1**
- recognise and describe concepts, ideas and terminology about beliefs and ethics
- identify and explain the ways beliefs and ethics contribute to the personal and relational perspectives of life and society
- explain viewpoints and practices related to beliefs and ethics.

**Dimension 2**
- organise information and material related to beliefs and ethics
- analyse perspectives, viewpoints and practices related to beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes.

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Dimension 3
• plan and undertake inquiries about beliefs and ethics
• communicate the outcomes of inquiries to suit audiences
• appraise inquiry processes and the outcomes of inquiries.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The World of Work</td>
<td>Gender and Identity</td>
<td>Money Management</td>
<td>Health, Recreation and Leisure</td>
</tr>
<tr>
<td>characteristics of a</td>
<td>changing representations of gender in</td>
<td>income and earning capacity</td>
<td>Correct food choices for adolescents</td>
</tr>
<tr>
<td>valuable employee</td>
<td>popular culture</td>
<td>Personal finance and budgeting</td>
<td>Specific diets and cultural groups’ needs</td>
</tr>
<tr>
<td>Interpersonal and</td>
<td>influence of media, culture and religion</td>
<td>rights of consumers</td>
<td>influence of media on societal attitudes</td>
</tr>
<tr>
<td>employability skills</td>
<td>social justice and the recognition and</td>
<td></td>
<td>towards food and nutrition</td>
</tr>
<tr>
<td>managing career</td>
<td>respect of rights</td>
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<tr>
<td>goals</td>
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</tbody>
</table>

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimodal presentation (25%)</td>
<td>Examination – Short Response Test (25%)</td>
<td>Project (25%)</td>
<td>Extended response to stimulus (25%)</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Design

Prerequisites

| Year 7 MPD or Year 9 Graphics | Minimum C |

Course Overview

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**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design in practice</strong></td>
<td></td>
</tr>
<tr>
<td>- Experiencing design</td>
<td></td>
</tr>
<tr>
<td>- Design process</td>
<td></td>
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<tr>
<td>- Design styles</td>
<td></td>
</tr>
<tr>
<td><strong>Commercial design</strong></td>
<td></td>
</tr>
<tr>
<td>- Explore — client needs and wants</td>
<td></td>
</tr>
<tr>
<td>- Develop — collaborative design</td>
<td></td>
</tr>
<tr>
<td><strong>Human-centred design</strong></td>
<td></td>
</tr>
<tr>
<td>- Designing with empathy</td>
<td></td>
</tr>
<tr>
<td><strong>Sustainable design</strong></td>
<td></td>
</tr>
<tr>
<td>- Explore — sustainable design opportunities</td>
<td></td>
</tr>
<tr>
<td>- Develop — redesign</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

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

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Keep Cup:</strong></td>
<td></td>
</tr>
<tr>
<td>- Examination — design challenge</td>
<td></td>
</tr>
<tr>
<td>- Folio of work</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Shelter Design Sustainability:</strong></td>
<td></td>
</tr>
<tr>
<td>- Project</td>
<td></td>
</tr>
<tr>
<td>- Research Task</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Design Styles - Shoes:</strong></td>
<td></td>
</tr>
<tr>
<td>- Project</td>
<td></td>
</tr>
<tr>
<td>- Design Style Analysis</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Human Centred Design:</strong></td>
<td></td>
</tr>
<tr>
<td>- Examination — design challenge</td>
<td></td>
</tr>
<tr>
<td>- Group Task</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Resource Statement**

It is a requirement that students have their own laptop in order to access the student license for the CAD programs. Assessment tasks are also completed and submitted electronically on the school’s student drive.

**Cost Statement**

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee. There is a course fee that is to be determined at a later date.
Engineering (EGS)

Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Mathematics</td>
<td>B</td>
</tr>
<tr>
<td>Year 9 English</td>
<td>C</td>
</tr>
<tr>
<td>Year 9 Science</td>
<td>B</td>
</tr>
</tbody>
</table>

Course Overview

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
</table>
| Balsa wood bridge, Glider and Aeronautical Engineering  
  - The problem-solving process in Engineering  
  - Engineering communication  
  - Introduction to engineering mechanics  
  - Introduction to engineering materials | Hydraulic Arm  
  - Application of the problem-solving process in Engineering  
  - Civil structures and the environment  
  - Civil structures, materials and forces | Automation  
  - Machines in society  
  - Materials  
  - Machine control |

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
</table>
| Balsa Wood Bridge  
  - Project – folio  
  - Exam  
  - Weekly homework questions | Glider  
  - Examination  
  - Project - Folio | Hydraulic Arm  
  - Project – folio | Automation  
  - Exam |

Resource Statement

It is a requirement that students have their own laptop in order to access resources from the internet as there is no set Text Book. Assessment tasks are completed and submitted electronically on the school’s student drive.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee. There is a course fee that is to be determined at a later date.
Industrial Technology Skills

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Pathways

A course of study in Design technology enables students to concentrate on building the skills needed for effective participation in the 21st century including broad workplace skills, knowledge about and experience of work and work environments, and lifelong career design skills, knowledge and dispositions. Students are able to access diverse learning pathways into preferred career destinations. This includes, trade and tafe pathways, the manufacturing and design industries as well as teaching and University pathways.

Objectives

The Australian Curriculum: Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have emerged over time
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions
Structure
The Design Technology course in year ten is developed around two strands:
- Design and Technologies knowledge and understanding
- Design and technologies processes and production skills

<table>
<thead>
<tr>
<th>Strands of Study</th>
<th>Technologies and society</th>
<th>Technologies contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>the use, development and impact of technologies in people’s lives</td>
<td>technologies and design across a range of technologies contexts</td>
</tr>
<tr>
<td>Processes and production skills</td>
<td>Processes and production skills</td>
<td>Creating designed solutions by:</td>
</tr>
<tr>
<td></td>
<td>Creating designed solutions by:</td>
<td>- investigating and defining</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- generating and designing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- producing and implementing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- evaluating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- collaborating and managing</td>
</tr>
</tbody>
</table>

Assessment
For Design Technologies, students are assessed through one or all of the following
- Design Folio
- Project
- Exam

<table>
<thead>
<tr>
<th>Design Folio</th>
<th>Project</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use the Design process for the completion of the design folio that addresses the following:</td>
<td>A task that assesses the practical application of a designed project</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>- Technologies and society</td>
<td>Students work flexibly to effectively and safely test, select, justify and use appropriate techniques and processes to make designed solutions under teacher supervision</td>
<td>* 60–90 minutes</td>
</tr>
<tr>
<td>- Technologies contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Investigating and defining</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Generating and designing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Producing and implementing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Evaluating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Collaborating and managing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resource Statement
It is a requirement that students have their own laptop in order to complete research and compile the Design Folio. Assessment tasks are completed and submitted electronically on the school’s student drive.

Cost Statement
There is a course fee that is to be confirmed at a later date.
Food & Nutrition

Prerequisites

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Minimum Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8 or 9 Home Economics Food &amp; Nutrition</td>
<td>Minimum C</td>
</tr>
<tr>
<td>Year 10 English</td>
<td>Minimum C</td>
</tr>
</tbody>
</table>

Course Overview

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

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.

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.

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 to develop ideas for solutions
- 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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food science of vitamins, minerals and protein</td>
<td>Food drivers and emerging trends</td>
<td>Food science of carbohydrate and fat</td>
<td>Food solution development for nutrition consumer markets</td>
</tr>
<tr>
<td>• Introduction to the food system</td>
<td>• Consumer food drivers</td>
<td>• The food system</td>
<td>• Formulation and reformulation for nutrition consumer markets</td>
</tr>
<tr>
<td>• Vitamins and minerals</td>
<td>• Sensory profiling</td>
<td>• Carbohydrate</td>
<td>• Food development process</td>
</tr>
<tr>
<td>• Protein</td>
<td>• Labelling and food safety</td>
<td>• Fat</td>
<td></td>
</tr>
<tr>
<td>• Developing food solutions</td>
<td>• Food formulation for consumer markets</td>
<td>• Developing food solutions</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Examination</td>
<td>• Project – folio</td>
<td>• Examination</td>
<td>• Project – folio</td>
</tr>
<tr>
<td>• Project - folio</td>
<td>• Extended response – analytical exposition</td>
<td>• Project - folio</td>
<td>• External examination</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee. There is a course fee that is to be determined at a later date.
Hospitality Practices

Course Overview
This subject provides a pathway to our Year 11 and 12 Certificate II in Hospitality which leads to preparation for work in various hospitality settings, such as restaurants, hotels, catering operations, cafes and coffee shops.

Course Outline

<table>
<thead>
<tr>
<th>Semester</th>
<th>Topic</th>
<th>In this unit students will</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hygiene, Safety and Non-Alcoholic Beverages</td>
<td>Gain a basic understanding of the knowledge and skills to be hygienic and safe in a kitchen. Students will also make a range of beverages to Industry standard.</td>
</tr>
<tr>
<td></td>
<td>Simple Food and Teamwork Money and Teamwork</td>
<td>Learn basic dishes and apply this knowledge to their pop up shop. They are to work effectively in a group to create simple dishes suitable for a lunch menu in a simulated workplace.</td>
</tr>
<tr>
<td>2</td>
<td>2 course meal and teamwork The Hospitality Industry</td>
<td>Apply their knowledge of menu, cash and simple dishes to complete their pop up shops in a simulated workplace.</td>
</tr>
<tr>
<td></td>
<td>Multicultural cuisine and serving customers Work Experience</td>
<td>focus on different cultures and during the term students will run a cooking class with our visiting international students, participate in the Multicultural Day</td>
</tr>
</tbody>
</table>

Assessment
Students complete four summative assessments.

Summative assessments

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observations</td>
<td>• Observations</td>
<td>• Observations</td>
<td>• Observations</td>
</tr>
<tr>
<td>• Written</td>
<td>• Questioning</td>
<td>• Questioning</td>
<td>• Questioning</td>
</tr>
<tr>
<td>• Exam</td>
<td>• Service</td>
<td>• Service</td>
<td>• Written</td>
</tr>
<tr>
<td></td>
<td>• Written</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resource Statement
Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject. Ingredients for cooking relating to curriculum are purchased by the school and are a part of the resource scheme. This levy will need to be paid in order to access ingredients.
Cost Statement
Approximate cost of subject fee in:
- Year 10 will be $100
- Year 11 will be $150.00 (including RSA course)
- Year 12 will be $100.00

Course Duration
Total amount of learning 600-1200 hours
Health Education

Prerequisites

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Minimum Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Physical Education</td>
<td>Minimum B</td>
</tr>
<tr>
<td>Year 9 English</td>
<td>Minimum B</td>
</tr>
</tbody>
</table>

Course Overview

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Resilience as a personal health resource  
- Adolescent Identity and Relationships | Resilience as a personal health resource  
- Resilience | Peers and family as resources for healthy living  
- Body image | Peers and family as resources for healthy living  
- Alcohol |

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| • Exam  
• 70 mins | • Investigation - Analytical Exposition  
800-1000 words | • Investigation - Action research project  
800-1200 words | • Exam - Extended Response  
70 minutes |

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Physical Education

Prerequisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Physical Education</td>
<td>Minimum B</td>
</tr>
<tr>
<td>Year 9 English</td>
<td>Minimum B</td>
</tr>
</tbody>
</table>

Course Overview

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics and integrity and physical activity</td>
<td>Motor learning and physical activity</td>
<td>Tactical awareness and physical activity</td>
<td>Energy, fitness and physical activity</td>
</tr>
<tr>
<td>• Ethics and integrity integrated with various physical activities linked to ethical dilemmas.</td>
<td>• Motor learning integrated with one selected ‘Invasion’ or ‘Net and court’ physical activity.</td>
<td>• Tactical awareness integrated with one selected ‘Invasion’ or ‘Net and court’ physical activity</td>
<td>• Energy and fitness integrated with one selected ‘Invasion’ or ‘Net and court’ physical activity.</td>
</tr>
</tbody>
</table>

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Investigation – Report</td>
<td>• Exam – Combination</td>
<td>• Folio – Multimodal</td>
<td>• Exam – Combination</td>
</tr>
<tr>
<td>• 800-1200 Words</td>
<td>• 70 Minutes</td>
<td>• Physical Performance</td>
<td>• 70 Minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 4 – 6 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Sport and Recreation

Course Overview

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community recreation</td>
<td>Coaching in Recreation</td>
<td>Fitness and training</td>
<td>Physical Performance</td>
</tr>
<tr>
<td>• Investigation – Report</td>
<td>• Project – Combined physical and written</td>
<td>• Investigation – Analytical exposition</td>
<td>• Netball</td>
</tr>
<tr>
<td>• 400-500 words</td>
<td>• Cricket</td>
<td>• 400-500 words</td>
<td></td>
</tr>
<tr>
<td>• Half-court Basketball</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Japanese

Prerequisites

| Year 9 Japanese | Minimum B |

Course Overview

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.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>買い物時間 Shopping Spree</td>
<td>旅行 Tantalizing Travel</td>
<td>仕事 Creative Careers</td>
<td>ホームステイ Happy Homestay</td>
</tr>
<tr>
<td>• Explore differences in shopping trends</td>
<td>• Travel in Australia and Japan</td>
<td>• Post-school options, future careers</td>
<td>• Investigate family life in Japan</td>
</tr>
<tr>
<td>• Enquire about items and learn how to purchase</td>
<td>• Explore reasons why places become popular tourist destinations</td>
<td>• Work culture</td>
<td>• Describe their family’s daily routines</td>
</tr>
<tr>
<td>• Investigate types of shops and their locations</td>
<td></td>
<td>• Ability and inability</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Speaking Assessment</td>
<td>• Reading Exam</td>
<td>• Reading Exam</td>
<td>• Listening Exam</td>
</tr>
<tr>
<td>• Listening Exam</td>
<td>• Writing Exam</td>
<td>• Speaking Exam</td>
<td>• Writing Exam</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

University Bonus Points Scheme

Many universities offer students studying another language bonus points for entry into their courses. Bonuses will be added after ATARs are calculated, according to individual tertiary institution rules, when an applicant’s QTAC application is assessed.
Dance

Course Overview

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

<table>
<thead>
<tr>
<th>Unit 1- Past and Present</th>
<th>Unit 2- Futures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students discover the history and purpose of Dance through the study of different styles, showcasing the Artistic, Ritual and Social aspects. Students develop technical and expressive skills through Bollywood, Cha cha, Hip Hop and Ballet that will provide them with a strong foundation for future study. Through individual, pair, small group and whole class danceworks, students will create strong teamwork skills. Creativity is inspired and developed while helping students understand the Choreographic Devices.</td>
<td>Students build on their developing skills by examining Contemporary and Post Modern Dance, discussing where dance is heading. Students push their own boundaries, looking beyond the dance classroom to screens and technology. Students choreograph their own routines, as well as create a dance specifically for film. Technical and expressive skills are extended throughout the semester, while students also look more deeply into analysis of danceworks. Students put their practice into action on stage at our annual Dance Night.</td>
</tr>
</tbody>
</table>

Assessment

Students complete seven 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>
<thead>
<tr>
<th>Unit 1- Past and Present</th>
<th>Unit 2- Futures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Performance Task (Parts A: Jive, B: Bollywood, C: Hip Hop)</td>
<td>Task 2: Performance Task- Ballet</td>
</tr>
<tr>
<td>Task 3: Analysis Task- Ballet theory</td>
<td>Task 4: Contemporary and Post-Modern Performance Task</td>
</tr>
<tr>
<td>Task 5: Contemporary Choreography Task</td>
<td>Task 6: Dance on Film Choreography task</td>
</tr>
<tr>
<td>Task 7: Analysis Task-Dance on Film review</td>
<td></td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Drama

Course Overview

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**

<table>
<thead>
<tr>
<th>Unit 1: From The Page</th>
<th>Unit 2: To The Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students explore Commedia or Melodrama conventions, focusing on Performance and Creating skills. They work as an ensemble, building their skills of physical theatre and comedy performance. They also explore script writing, improvisation and the elements of drama, building on their year 9 foundation work.</td>
<td>• Students participate in the Water Tower process drama, creating characters and scenes in small ensembles. They use their understanding of the process drama to create a short script and direct their scene using a company of actors. Students explore their scripts through directing workshops and whole class and small group improvisation and scripted performance.</td>
</tr>
<tr>
<td></td>
<td>• Students go back to basics in preparation senior drama in a Semester 2 unit which assesses each of the 3 dimensions.</td>
</tr>
<tr>
<td></td>
<td>• Students explore a historical comedy text and a live performance exploring how the text and the performance create meaning. They revise, explore and synthesise meaning through the use of the elements of drama as well as performance, directorial decisions and sound and lighting. In the second half of the semester the focus is on using these elements of drama and performance skills in a transformation of the original text to a modern day context. They revise and enhance their performance skills, presenting as a pair or small group.</td>
</tr>
</tbody>
</table>

**Assessment**

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>
<thead>
<tr>
<th>Unit 1: From The Page</th>
<th>Unit 2: To The Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Task 1: Student Devised Small Group Performance (<em>Commedia/Melodrama</em>) (25%)</td>
<td>• Task 2: Directing Project – Workshop &amp; Folio (<em>Process/Collage Drama</em>) (25%)</td>
</tr>
<tr>
<td>• Task 3: Responding to Live Theatre Task (<em>Australian/Indigenous</em>) (25%)</td>
<td>• Task 4: Small group devised published playscript Task (<em>Comedy of manners</em>) (25%)</td>
</tr>
</tbody>
</table>

**Resource Statement**

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

**Cost Statement**

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Film, TV & New Media

Course Overview

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1- Advertising</th>
<th>Unit 2- Music Video</th>
<th>Unit 3- Animation</th>
<th>Unit 4- Short Film</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Various forms of media advertising will be viewed and analysed.</td>
<td>• Music video may have killed the radio star but that hasn't put an end to their appeal. Music video styles are varied and offer an exciting depth of exploration.</td>
<td>• This art form has existed longer than the film industry and is a fun and exciting opportunity to experiment with storytelling in different forms. Students will learn a variety of animation techniques including stop motion, digital and traditional cel.</td>
<td>• Students will learn the art of storytelling in short time frames as well as learning industry standard storyboarding techniques.</td>
</tr>
</tbody>
</table>

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Task 1: Advertising Project</td>
<td>• Task 2: Music Video Critique</td>
<td>• Task 3: Animation Critique</td>
<td>• Task 4: Short Film Project</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Music

Course Overview

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

Through composition, performance and responding to music tasks, 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 - Understanding Musical Structures

- **Context:** In this unit, by studying examples of music for the stage and screen, students will learn how composers have used orchestral music to create specific moods or atmospheres for the dramatic scenes they accompany. The musical examples include music for plays, a ballet, an opera and a number of films.
- **Focus:** Students will analyse different scores and performances aurally and visually. Students will evaluate the use of elements of music and defining characteristics from different musical styles. They will interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They will use knowledge of the elements of music, style and notation to compose, document and share their music.

### Unit 2 - Rock Since 2000

- **Context:** In this unit, students will learn about two parallel strands of contemporary rock music – rock and pop – and their characteristics, as well as three crossover styles. The styles explored are: heavy rock; indie rock; adult contemporary; experimental rock; dance pop; teen pop; house; R&B; country pop; neo-soul; roots rock.
- **Focus:** Students will analyse different scores and performances aurally and visually. Students will evaluate the use of elements of music and defining characteristics from different musical styles. They will interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They will use knowledge of the elements of music, style and notation to compose, document and share their music.

Assessment

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>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Responding</td>
<td>Task 3: Performance</td>
</tr>
<tr>
<td>Task 2: Composition</td>
<td>Task 4: Own choice (student negotiated)</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
Magna Music

Prerequisites

Students must apply for and successfully complete an audition to enrol in this course.

Magna Music is an extension of the core Music program, and offers students a differentiated program, which extends on learning opportunities and focuses on the development of higher order thinking skills.

Magna Music provides opportunities for students to further enhance their musicianship by understanding focussed classes, lessons and workshops. Magna Music classes offer support to students and where possible, case management and mentor through a variety of contexts including music camps and days of excellence programs.

Students in Magna Music are expected to be part of Instrumental Music and Choir programs and/or have private music lessons on their instrument/voice. The purpose and pace of Magna Music is designed to engage and motivate high achieving students to scale great heights and give opportunities to be extended and challenged in comparison to mainstream music classes.

Pathways

A course of study in Magna 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, all students will:

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas

*this subject change requires additional approval from HOD/DP*
Structure

<table>
<thead>
<tr>
<th>Unit 1- Music History</th>
<th>Unit 2- Orchestration and Arranging</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Contexts: In this unit, students will learn about the development of ‘classical’ instrumental music from its beginnings, through the main historical periods up to the 21st century. The main historical periods included in this unit are medieval; renaissance; baroque; classical; romantic and modern.</td>
<td>• Contexts: During this unit students will study contemporary trends in the Music Industry. The unit will focus on exploring the art of Arranging through learning about the two parallel strands of contemporary rock – rock and pop, as well as crossover styles.</td>
</tr>
<tr>
<td>• Focus: Students will analyse different scores and performances aurally and visually. Students will evaluate the use of elements of music and defining characteristics from different musical styles. They will interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They will use knowledge of the elements of music, style and notation to compose, document and share their music.</td>
<td>• Focus: Students will analyse different scores and performances aurally and visually. Students will evaluate the use of elements of music and defining characteristics from different musical styles. They will interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They will use knowledge of the elements of music, style and notation to compose, document and share their music.</td>
</tr>
</tbody>
</table>

Assessment

Students complete five 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>
<thead>
<tr>
<th>Unit 1- Instrumental Music</th>
<th>Unit 2- Orchestration and Arranging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Responding Task</td>
<td>Task 2: Recital Performance</td>
</tr>
<tr>
<td>Task 3: Composition</td>
<td>Task 4: Own Choice</td>
</tr>
<tr>
<td>Task 5: AMEB Exam</td>
<td></td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set resources to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee. Students may also need to provide additional materials at their cost. e.g. sheet music, accompanist.

Entry into Magna Music

Students must apply for and successfully complete an audition to enrol in this course.
Visual Art

Course Overview

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

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1 Art- Obsessions</th>
<th>Unit 2 Art- Perceptions</th>
</tr>
</thead>
</table>
| Through inquiry learning, the following are explored:  
  • Concept: Art- Obsessions  
  • Contexts: current trends and popular cultural  
  • Focus: Psychological- the landscape of the mind  
  • Media: 2D and time-based | Through inquiry learning, the following are explored:  
  • Concept: Art- Perceptions  
  • Contexts: current trends and popular cultural  
  • Focus: Socio Cultural  
  • Media: 3D and time-based |

Assessment

Students complete six 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>
<thead>
<tr>
<th>Unit 1 Art- Obsessions</th>
<th>Unit 2 Art- Perceptions</th>
</tr>
</thead>
</table>
| • Making Task 1- Digital, Drawing and Painting folio (25%)  
  • RT1 Multi model task (25%) | • Making Task 2- Ceramics, Printmaking and Sculpture folio (25%)  
  • Exam (Short response) (25%) |

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject.

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.

Excursions and activities have a fee.
Tourism

Course Overview

Tourism is one of the world’s largest industries, directly employing approximately 105 million people and accounting for 9.8% of the global gross domestic product. Tourism is also one of Australia’s most important industries, assuming increasing value as a source of expanding business and employment opportunities. ‘Tourism industry’ is an umbrella term used to describe the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in entertainment, culture, conferences, adventure, shopping, dining, challenges and self-development or visiting friends and relatives.

The subject is designed to give students a variety of intellectual, technical, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

In Tourism, students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal and Torres Strait Islander communities.

The core of Tourism focuses on ‘Tourism as an industry’, ‘The travel experience’ and ‘Sustainable tourism’. Tourism is designed for schools to develop flexible courses of study that respond to students’ interests and needs, while matching the resources available in the school and local community. It uses a contextualised approach, where the core is delivered through modules of work that are planned around electives — ‘Technology and tourism’, ‘Forms of tourism’, ‘Tourist destinations and attractions’, ‘Tourism marketing’, ‘Types of tourism’ and ‘Tourism client groups’. The objectives allow students to develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

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

Objectives

By the conclusion of the course of study, students will:
- Recall terminology associated with tourism and the tourism industry;
- Describe and explain tourism concepts and information; and
- Identify and explain tourism issues or opportunities.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to Tourism</strong>&lt;br&gt;● The W’s of Tourism and History</td>
<td><strong>Local area Tourism</strong>&lt;br&gt;● What attracts people to our area?&lt;br&gt;● Investigation to push pull factors.</td>
<td><strong>Same Place, Different Perspective</strong>&lt;br&gt;● How the one place can cater for differing groups.</td>
<td><strong>Tourism Geography</strong>&lt;br&gt;● Where in the world is?</td>
</tr>
</tbody>
</table>

Assessment

Students complete four summative assessments and will receive an overall subject result (A–E).

Summative assessments

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination – Short Response Test (25%)</td>
<td>Investigation - Report (25%)</td>
<td>Project (25%)</td>
<td>Examination – Short Response Test (25%)</td>
</tr>
</tbody>
</table>

Resource Statement

Students will need to access texts through the Resource Hire Scheme or by purchasing them independently. It is essential to have access to set texts to be able to succeed in this subject..

Cost Statement

Students may be offered an opportunity to participate in curriculum related excursions and activities for a fee.
## Links to Senior Subjects and Prerequisites

The table below describes the links between year 9, 10 and 11-12 subjects offered by Springfield Central State High School. It details the recommended, prerequisite (required) subjects and academic performance (results to be eligible to select the subject for year 11 and 12.

<table>
<thead>
<tr>
<th>Year 9 Subject</th>
<th>Year 10 Subject</th>
<th>Pre-Requisite Requirement</th>
<th>Mathematics Recommendation</th>
<th>English Recommendation</th>
<th>Year 11-12 Subject</th>
<th>Pre-Requisite Requirement</th>
<th>Year 10 Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td></td>
<td>C</td>
<td>English</td>
<td>Mathematics</td>
<td>General - C</td>
<td>English - B</td>
</tr>
<tr>
<td>Literature</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td>Mathematics Methods</td>
<td>- C or Mathematics General - A</td>
<td></td>
</tr>
<tr>
<td>Essential English</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td>Essential English</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math General</td>
<td>B</td>
<td>Math General</td>
<td>Mathematics General</td>
<td>Mathematics Methods</td>
<td>- C or Mathematics Methods - B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math Methods</td>
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