



2023

**SUBJECT SELECTION
INFORMATION**

Senior - Year 11 & 12

"The aim of Mueller College is to prepare students for life in the world and eternity by applying Biblical principles through excellent education in a distinctly Christian environment."

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CHOOSING A SENIOR SCHOOL PATHWAY

Subject Selection

Senior schooling is an exciting season of a student's education journey. It is more than just selecting subjects. It is about choosing the most effective and enjoyable pathway to achieving a student's post-school dreams and goals. Prior to choosing their course of study for Year Eleven and Twelve students should reflect on what opportunities they would like to invest in for the senior years of education and identify their preferred post-school destination.

Students should consider the following questions:

- Does my preferred career require me to complete further study?
- Would work experience or vocational qualifications during school time benefit me?
- Is the course at University I would like to study highly competitive (high ATAR requirement)?
- What subjects must I study (pre-requisites) to be eligible for my preferred course?
- What subjects do I enjoy and/or are good at?

Senior schooling pathways offered at Mueller are highly flexible and present students the chance to embrace a range of learning opportunities. Students should first consider which of the following pathways they will pursue:

- **Vocational Pathway (Vocational Certificates and Work Experience)**
Students whose preferred post-school choices involve entering the workforce or doing further Vocational training should select subjects and certificate courses which enhance the opportunities. It is highly recommended they select Applied subjects, certificate courses and undertake a school-based traineeships or work experience.
- **Blended Pathway (ATAR eligibility and Vocational qualifications)**
Students who may want to attend university but would also like to gain some work experience and vocational training can elect to study a blended pathway. This will allow them to retain ATAR eligibility and also undertake some opportunities in Applied subjects, certificate courses and/or school-based traineeships.
- **Tertiary Student Pathway (ATAR eligibility)**
Students who are committed to a University pathway and are considering highly competitive courses should focus on selecting subjects which prepare them well for University. This includes subjects which contain specialised learning in their chosen field and will allow them to achieve their desired ATAR score.

SENIOR SCHOOL PATHWAY

QCE + ATAR

6 GENERAL
SUBJECTS



QCE + ATAR (BLENDED)

5 GENERAL
SUBJECTS

+

I APPLIED SUBJECT

OR

Certificate III, IV, DIP
(TAFE, Private College, etc)

OR

Traineeship
(Certificate III)



4 GENERAL
SUBJECTS

+

I APPLIED SUBJECT

OR

Certificate III, IV, DIP

+

I APPLIED SUBJECT

OR

Certificate III, IV, DIP
(TAFE, Private College, etc)

OR

Traineeship
(Certificate III)

OR

Work Experience
Long Term (WELT)



QCE (VOCATIONAL)

CHOOSE A
COMBINATION
OF 6:

4-6 SCHOOL SUBJECTS
(including school offered
certificate courses)

+

Certificate I-IV, DIP
(TAFE, Private College, etc)

OR

Traineeship
(Certificate III)

OR

Work Experience
Long Term (WELT)



YEAR TEN INTO ELEVEN COURSE INFORMATION

Subject Selection

During the final two years of study at Mueller College, senior students have the opportunity to study six subjects, each involving five periods per week of school-based learning. These subjects can contribute towards awarding students with potentially an Australian Tertiary Admission Rank (ATAR) or potentially a Queensland Certificate of Education (QCE) or Vocational Certificate. Whilst the selection of these subjects may seem daunting, Mueller College offers numerous resources that are designed to assist and empower students and parents to feel confident in the subject selection process.

Categories of Subjects

Subjects offered at Mueller College can be categorised into three types:

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

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

Vocational Education Courses: Certificate courses contain competencies which accumulate towards the award of a Certificate I, II or III. They also make a contribution to an ATAR or direct entry into some tertiary courses.

Australian Tertiary Admission Rank (ATAR) Eligibility

In order for Australian students to be awarded an ATAR, satisfactory completion of a QCAA English subject is mandatory. Thus, **students must attain a result equivalent to a 'Sound' Level of Achievement in one of four subjects on offer:** English, Essential English, Literature or English as an Additional Language.

NB: Whilst students must meet this standard, the English result is not required in the calculation of an ATAR.

Calculation of an ATAR will be based on either a student's:

- Best five General Subjects results
- Best four General Subject results plus one Applied Subject result, or Certificate III or higher VET qualification.

NB: The Queensland Tertiary Admissions Centre (QTAC) is responsible for ATAR calculations

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA)

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/SEP.

Senior Statement

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior Subjects

Mueller offers three of the four types of syllabuses developed by QCAA – Applied, General and Senior External Examinations. Results in Applied and General subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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

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

Subject Selection

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

Applied syllabuses

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

General syllabuses

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

Senior External Examination syllabuses

Senior External Examinations are suited to:

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

Applied syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

Applied learning

The acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts

Community connections

The awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom

Core skills for work

The set of knowledge, understanding and non-technical skills that underpin successful participation in work.

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses

Extension subjects are extensions of the related General subjects and include external assessment.

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA.

The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

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

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

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

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

External assessment

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

External assessment is:

- Common to all schools
- Administered under the same conditions at the same time and on the same day
- Developed and marked by the QCAA according to a commonly applied marking scheme.

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

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Essential English and Essential Mathematics - Common internal assessment

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

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

- Developed by the QCAA
- Common to all schools
- Delivered to schools by the QCAA
- Administered flexibly in Unit 3
- Administered under supervised conditions
- Marked by the school according to a common marking scheme developed by the QCAA.

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

CHOOSING YOUR SUBJECTS

Subject Selection

When picking your subjects there are many factors to consider. It can be complicated to prioritise these, weigh up all your options and to be confident you are making the appropriate choice. To assist you in making these important decisions we have summarised some key ideas for students and families to consider when deciding on subjects.

Who Am I?

Described as "God's masterpiece" (Ephesians 2:10), at Mueller College, we believe that all students are created with unique characteristics and qualities which means the right course of study for one student may not align with that of another. Having confidence in the selection of subjects is important as these subjects form the basis of learning over the course of the final two years of senior schooling and can impact decisions students make about their future. As such, many factors are worth considering. The graphic below outlines six elements which inform the subject selection process for students and families.



01 Gifts and Talents

All students have gifts and talents. God has given each student specific talents and abilities which enable every student to learn. Considering the aptitude of each student in areas such as mathematics, reading, writing, critical thinking, physical capabilities and working in groups is important when selecting subjects. Matching the abilities of students with the demands of subjects sets them up for success in their schooling. A list questions which we have outlined on the following page which can be asked of teachers to clarify the demands of each subject.

02 Personality Type

Each subject, places unique demands upon the students who study it. Some subjects require skills of collaboration, others demand high levels of concentration and still others call for performance or public speaking skills. Therefore, it is crucial that students consider the way both the assessment requirements and learning experiences of each subject suit their personality type and learning preferences.

03 Social Environment

Whilst studying subjects together can be mutually beneficial, students should avoid placing undue emphasis upon selections that endorse a friend's priorities rather than their own. As each student is unique, selection of the most suitable and beneficial subjects is best achieved when personal preferences rather than social aspects are prioritised.

04 Calling

One of the key motivators for anyone's work or career is a sense of purpose or calling. God values all work and talks about people feeling a strong sense of purpose in specific work, whether it be a pastor, a builder, a teacher or a doctor. Some students feel this sense of purpose very strongly and as such should look to choose subjects which develop skills in this area.

05 Enjoyment

Selecting subjects that you enjoy is a worthwhile consideration when determining a course of study. Students who enjoy what they are studying are more engaged and generally achieve higher levels of success. It is important that your subjects are of interest to you but the goal of selecting your subjects should not be just to "have fun". All subjects have elements which are complex and have tasks which are onerous to complete. Avoiding difficulty and hard work should not be the main goal when selecting subjects.

06 Career Options

This is often considered the most important reason for selecting subjects, however, is one of many factors to be contemplated. Subjects studied at school are generally an introduction and foundation to areas of further study. Some subjects are pre-requisites for specific university courses however many are not. For example, Legal Studies is not a pre-requisite for Law at university. QTAC releases a "Pre-Requisites Guide for Year Ten Students" which outlines these requirements specifically and is handed out to Year Ten students prior to the subject selection evening.

KEY QUESTIONS TO ASK TEACHERS

Subject Selection

- What types of assessment are involved in the subject?
 - Are they exam or assignment based?
 - Is there any practical assessment?
 - What is the external assessment?
- What skills are needed to be successful in this subject?
- What do students typically find difficult about this subject?
- Does the subject involve any group work or is it all individual work?
- Does the subject require researching skills or is it mostly learned from the set textbook?
- What level of study in other subjects or previous versions of this subject, eg. Science leading into Biology, is necessary to be successful?
- Are there any other requirements outside of normal class time for this subject (early morning starts/late afternoon finishes, camps, excursions)?

Mueller College has a comprehensive structure of support for students. The support offered is aimed at meeting both the pastoral and academic needs of students.



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SUBJECT PRE-REQUISITES

Subject Selection

Mathematical Methods

- Must have a grade of C or better in Year 10 Mathemathematical Methods, or
- Must have a grade of A in General Mathematics

Specialist Mathematics

- Must have a grade of C or better in Year 10 Mathetmatical Methods

General Mathematics

- Must have a grade of C or better in Year 10 General Mathematics, or
- Must have a grade of A in Essential Mathematicss

English

- Must have a grade of C or better in Year 10 English or
- Must have a grade of A in Year 10 Essential English

If students do not meet the pre-requisites, the option will not appear on their selections. The above results are taken from the students Semester One report card. If students are able to improve their result in Semester Two to meet the requirements they can submit a preference change at the end of the year.

English

General

- English
- English as an Additional Language
- Literature

Applied

- Essential English

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

The Arts

General

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

Applied

- Visual Arts in Practice

Health & Physical Education

General

- Physical Education

Applied

- Sport & Recreation - Outdoor Education
- Sport & Recreation - Sports & Fitness

Science

General

- Biology
- Chemistry
- Physics
- Psychology

Applied

- Science in Practice

Vocational Education

- BSB30120 Certificate III in Business
- SIT30616 Certificate III in Hospitality / SIT30516 Certificate III in Events
- SOT20416 Certificate II in Kitchen Operations
- SIT20116 Certificate II in Tourism

Humanities

General

- Accounting
- Ancient History
- Business
- Chinese
- Economics
- Geography
- Legal Studies
- Modern History
- Philosophy & Reason

Applied

- Social & Community Studies

Technologies

General

- Aerospace Systems
- Design
- Digital Solutions
- Food & Nutrition

Applied

- Fashion
- Industrial Graphic Skills
- Industrial Technology Skills

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Perspectives and texts</p> <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts 	<p>Texts and culture</p> <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	<p>Textual connections</p> <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts 	<p>Close study of literary texts</p> <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> Extended response – written response for a public audience 	25%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> Examination – imaginative written response 	25%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> Extended response – persuasive spoken response 	25%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> Examination – analytical written response 	25%

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

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

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

Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to a variety of media and literary texts Creating analytical and persuasive texts 	Perspectives in texts <ul style="list-style-type: none"> Examining and shaping perspectives in texts Responding to literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Issues, ideas and attitudes <ul style="list-style-type: none"> Exploring representations of issues, ideas and attitudes in texts Responding to literary and persuasive texts Creating analytical and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination – analytical written response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response – imaginative spoken/multi-modal response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response – persuasive written response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination – analytical extended response 	25%

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Texts and culture <ul style="list-style-type: none"> • Ways literary texts connect with each other – genre, concepts and contexts • Ways literary texts connect with each other – style and structure • Creating analytical and imaginative texts 	Literature and identity <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts 	Independent explorations <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination – analytical written response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response – imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Extended response – imaginative spoken/multi-modal response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination – analytical written response 	25%

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Language that works</p> <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multi-modal and written texts 	<p>Texts and human experiences</p> <ul style="list-style-type: none"> • Responding to reflective and non-fiction texts that explore human experiences • Creating spoken and written texts 	<p>Language that influences</p> <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	<p>Representations and popular culture texts</p> <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Extended response – spoken/signed response 	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Extended response – Multimodal response
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Common internal assessment (CIA) – short response examination 	<p>Summative external assessment (IA4):</p> <ul style="list-style-type: none"> • Extended response – Written response

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 context

Structure

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

Assessment

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

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

Summative assessments

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

Sport & Recreation – Outdoor Education

provides students with opportunities to learn in, through and about outdoor education and recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of outdoor education and recreation in Australian culture and health and well-being. They consider factors that influence participation in outdoor education and recreation, and how physical skills can enhance participation and performance in outdoor education and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in outdoor education and recreation activities. They examine technology in outdoor education and recreation activities.

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 outdoor education and recreation activities. They examine the effects of outdoor education and recreation on individuals and communities, investigate the role of outdoor education 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 – Outdoor education can establish a basis for further education and employment in the fields of outdoor education, physical education, community health 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 outdoor education and recreation activities
- Describe concepts and ideas about outdoor education and recreation using terminology and examples
- Explain procedures and strategies in, about and through outdoor education and recreation activities for individuals and communities
- Apply concepts and adapt procedures, strategies and physical responses in individual and group outdoor education and recreation activities
- Manage individual and group outdoor education and recreation activities
- Apply strategies in outdoor education and recreation activities to enhance health, well-being, 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 outdoor education and recreation activities
- Evaluate the effects of outdoor education and recreation on individuals and communities
- Evaluate strategies that seek to enhance health, well-being, and participation in outdoor education and recreation activities and provide recommendations
- Create communications that convey meaning for particular audiences and purposes.

Structure

Core Topics	Elective Topics
<ul style="list-style-type: none"> • Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities 	<ul style="list-style-type: none"> • Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities

Assessment

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

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

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/ examination and/ or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • Written: 500–900 words • Spoken: 2½–3½ minutes • Multi-modal: 3–6 minutes • Performance: 2–4 minutes.* 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multi-modal: 4–7 minutes 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multi-modal: 4–7 minutes. 	<ul style="list-style-type: none"> • 2–4 minutes* 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

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

****Please note if choosing both Sport & Recreation - Outdoor and Sport & Recreation - Sport and Fitness, students only receive credit for one subject.**

Sport & Recreation – Sport and Fitness

provides students with opportunities to learn in, through and about sport and fitness activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and fitness in Australian culture and health and well-being. They consider factors that influence participation in sport and fitness, and how physical skills can enhance participation and performance in sport and fitness activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and fitness activities. They examine technology in sport and fitness activities, and how the sport and fitness industry contribute 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 fitness activities. They examine the effects of sport and fitness 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 – Sport and Fitness can establish a basis for further education and employment in the fields of fitness, physical education, sports administration, community health 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 fitness activities
- Describe concepts and ideas about sport and fitness using terminology and examples
- Explain procedures and strategies in, about and through sport and fitness activities for individuals and communities
- Apply concepts and adapt procedures, strategies and physical responses in individual and group sport and fitness activities
- Manage individual and group sport and fitness activities
- Apply strategies in sport and fitness activities to enhance health, well-being, 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 fitness activities
- Evaluate the effects of sport and fitness on individuals and communities
- Evaluate strategies that seek to enhance health, well-being, and participation in sport and fitness activities and provide recommendations
- Create communications that convey meaning for particular audiences and purposes.

Structure

Core Topics	Elective Topics
<ul style="list-style-type: none"> • Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities 	<ul style="list-style-type: none"> • Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities

Assessment

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

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

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • Written: 500–900 words • Spoken: 2½–3½ minutes • Multi-modal: 3–6 minutes • Performance: 2–4 minutes.* 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multi-modal: 4–7 minutes 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multi-modal: 4–7 minutes. 	<ul style="list-style-type: none"> • 2–4 minutes* 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

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

***Please note if choosing both Sport & Recreation - Outdoor and Sport & Recreation - Sport and Fitness, students only receive credit for one subject.**

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

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

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

Pathways

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

Objectives

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

- Comprehend accounting concepts, principles and processes
- Apply accounting principles and processes
- Analyse and interpret financial data and information
- Evaluate accounting practices to make decisions and propose recommendations
- Synthesise and solve accounting problems
- Create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting <ul style="list-style-type: none"> Accounting for a service business – cash, accounts receivable, accounts payable and no GST End-of-month reporting for a service business – no GST 	Management effectiveness <ul style="list-style-type: none"> Accounting for a trading GST business End-of-year reporting for a trading GST business 	Monitoring a business <ul style="list-style-type: none"> Managing resources for a trading GST business Fully classified financial statement reporting for a trading GST business 	Accounting – the big picture <ul style="list-style-type: none"> Cash management Complete accounting process for a trading GST business Performance analysis of a public company

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination – combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Project – cash management 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Examination – combination response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination – short response 	25%

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

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

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

Pathways

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

Objectives

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

- Comprehend terms, issues and concepts
- Devise historical questions and conduct research
- Analyse evidence from historical sources to show understanding
- Synthesise evidence from historical sources to form a historical argument
- Evaluate evidence from historical sources to make judgments
- Create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Investigating the ancient world</p> <ul style="list-style-type: none"> • Digging up the past • Ancient Societies - Slavery in Ancient Rome 	<p>Personalities in their time</p> <ul style="list-style-type: none"> • Xerxes 	<p>Reconstructing the ancient world</p> <ul style="list-style-type: none"> • Fifth Century Athens (BCE) • Phillip II and Alexander III of Macedon 	<p>People, power and authority</p> <ul style="list-style-type: none"> • Ancient Rome - Civil War and the breakdown of the Republic <p>QCAA will nominate one topic what will be the basis for an external examination from</p> <ul style="list-style-type: none"> • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Examination – essay in response to historical sources 	25%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Investigation - historical essay based on research 	25%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Investigation - independent source investigation 	25%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> • Examination – short responses to historical sources 	25%

General Senior Subject

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

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

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

Pathways

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

Objectives

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

- Describe business environments and situations
- Explain business concepts, strategies and processes
- Select and analyse business data and information
- Interpret business relationships, patterns and trends to draw conclusions
- Evaluate business practices and strategies to make decisions and propose recommendations
- Create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> Fundamentals of business Creation of business ideas 	Business growth <ul style="list-style-type: none"> Establishment of a business Entering markets 	Business diversification <ul style="list-style-type: none"> Competitive markets Strategic development 	Business evolution <ul style="list-style-type: none"> Repositioning a business Transformation of a business

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination – combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response – feasibility report 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Investigation – business report 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination – combination response 	25%

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界	探索世界	社会现象	我的未来
My world	Exploring our world	Our society	My future
<ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	<ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Chinese culture to the world 	<ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Individuals in society 	<ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	15%	Summative internal assessment 3 (IA3):	30%
<ul style="list-style-type: none"> • Examination – short response 		<ul style="list-style-type: none"> • Extended response 	
Summative internal assessment 2 (IA2):	30%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Examination – combination response 		<ul style="list-style-type: none"> • Examination – combination response 	

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Objectives

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

- Comprehend economic concepts, principles and models
- Select data and economic information from sources
- Analyse economic issues
- Evaluate economic outcomes
- Create responses that communicate economic meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models <ul style="list-style-type: none"> • The basic economic problem • Economic flows • Market forces 	Modified markets <ul style="list-style-type: none"> • Markets and efficiency • Case options of market measures and strategies 	International economics <ul style="list-style-type: none"> • The global economy • International economic issues 	Contemporary macroeconomics <ul style="list-style-type: none"> • Macroeconomic objectives and theory • Economic management

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination – combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Examination – extended response to stimulus 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation – research report 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination – combination response 	25%

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

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

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

Pathways

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

Objectives

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

- Explain geographical processes
- Comprehend geographic patterns
- Analyse geographical data and information
- Apply geographical understanding
- Synthesise information from the analysis to propose action
- Communicate geographical understanding.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> Natural hazard zones Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> Responding to challenges facing a place in Australia Managing the challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> Land cover transformations and climate change Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> Population challenges in Australia Global population change

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination – combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Investigation – data report 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Investigation – field report 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination – combination response 	25%

General Senior Subject

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

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

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

Pathways

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

Objectives

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

- Comprehend legal concepts, principles and processes
- Select legal information from sources
- Analyse legal issues
- Evaluate legal situations
- Create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> • Human rights • The effectiveness of international law • Human rights in Australian contexts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination – combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation – argumentative essay 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation – inquiry report 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination – combination response 	25%

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, concepts and issues
- Devise historical questions and conduct research
- Analyse evidence from historical sources to show understanding
- Synthesise evidence from historical sources to form a historical argument
- Evaluate evidence from historical sources to make judgments
- Create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> Australian Frontier Wars, 1788–1930s American Revolution 	Movements in the modern world <ul style="list-style-type: none"> Independence movement in India, 1857-1947 	National experiences in the modern world <ul style="list-style-type: none"> Soviet Union, 1920s–1945 China, 1931-1976 	International experiences in the modern world <ul style="list-style-type: none"> Australian engagement with Asia since 1945 Cold War, 1945-1991

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination – essay in response to historical sources 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Investigation – historical essay based on research 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Independent source investigation 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination – short responses to historical sources 	25%

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

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

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

Pathways

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

Objectives

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

- Define and use terminology
- Explain concepts, methods, principles and theories
- Interpret and analyse arguments, ideas and information
- Organise and synthesise ideas and information to construct arguments
- Evaluate claims and arguments inherent in theories, views and ideas
- Create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Fundamentals of reason</p> <ul style="list-style-type: none"> The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete topics in this unit. 	<p>Reason in philosophy</p> <ul style="list-style-type: none"> Philosophy of religion Philosophy of science Philosophy of mind 	<p>Moral philosophy and schools of thought</p> <ul style="list-style-type: none"> Moral philosophy Philosophical schools of thought 	<p>Social and political philosophy</p> <ul style="list-style-type: none"> Rights Political philosophy

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> Examination – extended response 	25%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> Extended response – analytical essay 	25%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> Extended response – analytical essay 	25%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> Examination – extended response 	25%

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

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

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

Pathways

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

Objectives

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

- Recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- Recognise and explain the ways life skills relate to social contexts
- Explain issues and viewpoints related to social investigations
- Organise information and material related to social contexts and issues
- Analyse and compare viewpoints about social contexts and issues
- Apply concepts and ideas to make decisions about social investigations
- Use language conventions and features to communicate ideas and information, according to purposes
- Plan and undertake social investigations
- Communicate the outcomes of social investigations, to suit audiences
- Appraise inquiry processes and the outcomes of social investigations.

Structure

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

Core life skills	Elective topics	
<ul style="list-style-type: none"> Personal skills – Growing and developing as an individual Interpersonal skills – Living with and relating to other people Citizenship skills – Receiving from and contributing to community 	<ul style="list-style-type: none"> The Arts and the community Health: Food and nutrition 	<ul style="list-style-type: none"> Into relationships Legally, it could be you Money management The world of work

Assessment

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

- One project or investigation
- One examination
- No more than two assessments from each technique.

Project	Investigation	Extended Response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> Written: 500–900 words Spoken: 2½–3½ minutes Multimodal: 3–6 minutes Performance: continuous class time Product: continuous class time. 	Presented in one of the following modes: <ul style="list-style-type: none"> Written: 600–1000 words Spoken: 3–4 minutes Multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> Written: 600–1000 words Spoken: 3–4 minutes Multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> 60–90 minutes 50–250 words per item on the test

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 made by using mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Linear equations and their graphs 	Money, measurement and relations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Linear equations and their graphs 	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Problem-solving and modelling task 	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Examination 	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Examination 	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

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, nano science 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 made by using mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> • The logarithmic function 2 • Further differentiation and applications 2 • Integrals 	Further functions and statistics <ul style="list-style-type: none"> • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Problem-solving and modelling task 	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Examination 	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Examination 	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

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 practicing 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 made by using mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> Combinatorics Vectors in the plane Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> Complex numbers 1 Trigonometry and functions Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> Proof by mathematical induction Vectors and matrices Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> Integration and applications of integration Rates of change and differential equations Statistical inference

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Problem-solving and modelling task 	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Examination 	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Examination 	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> Examination 			

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

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

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

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

Pathways

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

Objectives

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

- Select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- Comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions made by using mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Graphs 	Money, travel and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Managing money • Time and motion • Data collection 	Measurement, scales and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data 	Graphs, chance and loans <ul style="list-style-type: none"> • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Problem-solving and modelling task 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis • Infectious diseases 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity • Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Data Test 	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Research investigation 	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Student experiment 	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

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

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

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

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

Pathways

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals – structure, properties and reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions – reactants, products and energy change 	Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	Structure, synthesis and design <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Data Test 	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Research investigation 	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Student experiment 	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

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

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

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

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

Pathways

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Data Test 	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Research investigation 	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Student experiment 	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

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

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

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

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicates understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> Psychological science A The role of the brain Cognitive development Human consciousness and sleep 	Individual behaviour <ul style="list-style-type: none"> Psychological science B Intelligence Diagnosis Psychological disorders and treatments Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> Localisation of function in the brain Visual perception Memory Learning 	The influence of others <ul style="list-style-type: none"> Social psychology Interpersonal processes Attitudes Cross-cultural psychology

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Data Test 	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Research investigation 	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Student experiment 	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> Examination 			

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

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

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

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for 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

The Science in Practice course is designed around core topics and at least three electives. A combination of the core topics and electives will make up Units 1-4.

Core Topics	Electives
<ul style="list-style-type: none"> • Scientific literacy and working scientifically • Workplace health and safety • Communication and self-management 	<ul style="list-style-type: none"> • Science for the workplace • Resources, energy and sustainability • Health and lifestyles • Environments • Discovery and change

Assessment

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

- At least one investigation based on primary data
- A range of assessment instruments that includes no more than two assessment instruments from any one technique.

Summative assessment

Project	Investigation	Collection of Work	Extended Response	Examination
<p>A response to a single task, situation and/or scenario.</p>	<p>A response that includes locating and using information beyond students' own knowledge and the data they have been given.</p>	<p>A response to a series of tasks relating to a single topic in a module of work.</p>	<p>A technique that assesses the interpretation, analysis/ examination and/or evaluation of ideas and information in provided stimulus materials.</p>	<p>A response that answers a number of provided questions, scenarios and/or problems.</p>
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • Written: 500–900 words • Spoken: 2½–3½ minutes • Multi-modal <ul style="list-style-type: none"> - Non-presentation: 8 A4 pages max (or equivalent) - Presentation: 3–6 minutes • Performance: continuous class time • Product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multi-modal <ul style="list-style-type: none"> - Non-presentation: 10 A4 pages max (or equivalent) - Presentation: 4–7 minutes. 	<p>At least three different components from the following:</p> <ul style="list-style-type: none"> • Written: 200–300 words • Spoken: 1½–2½ minutes • Multi-modal <ul style="list-style-type: none"> - Non-presentation : 6 A4 pages max (or equivalent) - Presentation: 2–3 minutes • Performance: continuous class time • Test: 20–30 minutes • 50–250 words per item. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multi-modal <ul style="list-style-type: none"> - Non-presentation: 10 A4 pages max (or equivalent) - Presentation: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Aerospace Systems provides opportunities for students to 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 Aerospace Systems.

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 propose solutions.

Students develop and use skills that include analysis, decision-making, justification, recognition, comprehension and evaluation to develop solutions to aerospace problem situations. Students become self-directed learners and develop beneficial collaboration and management skills as they solve aerospace systems problems.

Pathways

A course of study in Aerospace Systems can establish a basis for further education and employment in the fields of aviation management, flying streams, engineering and aerospace technical disciplines. The study of Aerospace Systems will also benefit students wishing to pursue post-school pathways in diploma and advanced diploma courses in the technical and paraprofessional areas of customer relationship management, workplace health and safety, engineering, human resource management, systems analysis and technology-related areas.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Introduction to aerospace systems and structures</p> <ul style="list-style-type: none"> • Solving aerospace problems • The evolving aerospace industry • Introduction to aerodynamics • Introduction to aircraft systems • Introduction to aviation weather systems 	<p>Emerging aerospace technologies</p> <ul style="list-style-type: none"> • Operational assets • Operational environments • Operational control systems • Future applications 	<p>Aerospace operational systems</p> <ul style="list-style-type: none"> • International and national operational and safety systems • Airspace management • Safety management systems • Operational accident and incident investigation processes • Airport and airline operation systems 	<p>Aircraft performance systems and human factors</p> <ul style="list-style-type: none"> • Aircraft performance • Aircraft navigation • Advanced navigation and radio communication technologies • Human performance and limitations

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Project – folio 	25%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Project – folio 	25%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Examination 	25%	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> • Examination 	25%

General Senior Subject

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.



Device Recommendations

Please see Device specific requirements at the back of the booklet.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <ul style="list-style-type: none"> Experiencing design Design process Design styles 	Commercial design <ul style="list-style-type: none"> Explore – client needs and wants Develop – collaborative design 	Human-centred design <ul style="list-style-type: none"> Designing with empathy 	Sustainable design <ul style="list-style-type: none"> Explore – sustainable design opportunities Develop – redesign

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination – design challenge 	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Project 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Project 	35%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination – design challenge 	25%

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 re-purpose 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.

Device Recommendations



Please see Device specific requirements at the back of the booklet.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none"> Understanding digital problems User experiences and interfaces Algorithms and programming techniques Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> Data-driven problems and solution requirements Data and programming techniques Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> Interactions between users, data and digital systems Real-world problems and solution requirements Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> Digital methods for exchanging data Complex digital data exchange problems and solution requirements Prototype digital data exchanges

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Investigation – technical proposal 	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Project – folio 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Project – digital solution 	30%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination 	25%

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

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

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

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

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

Pathways

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

Objectives

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

- Recognise and describe food and nutrition facts and principles
- Explain food and nutrition ideas and problems
- Analyse problems, information and data
- Determine solution requirements and criteria
- Synthesise information and data
- Generate solutions to provide data to determine the feasibility of the solution
- Evaluate and refine ideas and solutions to make justified recommendations for enhancement
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions 	Food drivers and emerging trends <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets 	Food science of carbohydrate and fat <ul style="list-style-type: none"> • The food system • Carbohydrate • Fat • Developing food solutions 	Food solution development for nutrition consumer markets <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Food development process

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination 	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Project – folio 	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Project – folio 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination 	25%

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

Pathways

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

Objectives

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

- Identify and interpret fashion fundamentals
- Explain design briefs
- Demonstrate elements and principles of fashion design and technical skills in fashion contexts
- Analyse fashion fundamentals
- Apply fashion design processes
- Apply technical skills and design ideas related to fashion contexts
- Use language conventions and features to achieve particular purposes
- Generate, modify and manage plans and processes
- Synthesise ideas and technical skills to create design solutions
- Evaluate design ideas and products
- Create communications that convey meaning to audiences.

Structure

The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

Core Topics	Elective Topics	
<ul style="list-style-type: none"> • Fashion culture • Fashion technologies • Fashion design 	<ul style="list-style-type: none"> • Adornment <ul style="list-style-type: none"> - Accessories - Millinery - Wearable art • Collections • Fashion designers • Fashion in history 	<ul style="list-style-type: none"> • Haute couture • Sustainable clothing • Textiles • Merchandising

Assessment

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

- Two projects
- One extended response
- One product.

Summative assessments

Project	Extended Response	Product
<p>A response to a single task, situation and/or scenario.</p>	<p>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</p>	<p>A response applies identified skill/s in fashion technologies and design processes.</p>
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • Written: 500–900 words • Spoken: 2½–3½ minutes • Multi-modal: 3–6 minutes • Product: 1–4. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multi-modal: 4–7 minutes. 	<ul style="list-style-type: none"> • Products 1–4

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

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

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

Pathways

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

Objectives

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

- Describe industry practices in drafting and modelling tasks
- Demonstrate fundamental drawing skills
- Interpret drawings and technical information
- Analyse drafting tasks to organise information
- Select and apply drawing skills and procedures in drafting tasks
- Use language conventions and features to communicate for particular purposes
- Construct models from drawings
- Create technical drawings from industry requirements
- Evaluate industry practices, drafting processes and drawings, and make recommendations.

Structure

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

Core Topics	Elective Topics
<ul style="list-style-type: none"> • Industry practices • Drafting processes 	<ul style="list-style-type: none"> • Building and construction drafting • Engineering drafting • Furnishing drafting

Assessment

- For Industrial Graphic Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:
- At least two projects
- At least one practical demonstration (separate to the assessable component of a project).

Project	Practical Demonstration	Examination
<p>A response to a single task, situation and/or scenario.</p>	<p>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</p>	<p>A response that answers a number of provided questions, scenarios and/or problems.</p>
<p>A project consists of a technical drawing (which includes a model) component and at least one of the following components:</p> <ul style="list-style-type: none"> • Written: 500–900 words • Spoken: 2½–3½ minutes • Multi-modal <ul style="list-style-type: none"> - Non-presentation: 8 A4 pages max (or equivalent) - Presentation: 3-6 minutes • Product: continuous class time. 	<ul style="list-style-type: none"> • Students demonstrate production skills and procedures in class under teacher supervision. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

INDUSTRIAL TECHNOLOGY SKILLS

APPLIED

Applied Senior Subject

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

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

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

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Structure

The Industrial Technology Skills course is designed around:

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

Objectives

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

- Describe industry practices in manufacturing tasks
- Demonstrate fundamental production skills
- Interpret drawings and technical information
- Analyse manufacturing tasks to organise materials and resources
- Select and apply production skills and procedures in manufacturing tasks
- Use visual representations and language conventions and features to communicate for particular purposes
- Plan and adapt production processes
- Create products from specifications
- Evaluate industry practices, production processes and products, and make recommendations.

Core Topics	Industry Area	Elective Topics
<ul style="list-style-type: none">• Industry practices• Production processes	Aeroskills	<ul style="list-style-type: none">• Aeroskills mechanical• Aeroskills structures
	Automotive	<ul style="list-style-type: none">• Automotive mechanical• Automotive body repair• Automotive electrical

	Building and construction	<ul style="list-style-type: none"> • Bricklaying • Plastering and painting • Concreting • Carpentry • Tiling • Landscaping
	Engineering	<ul style="list-style-type: none"> • Sheet metal working • Welding and fabrication • Fitting and machining
	Furnishing	<ul style="list-style-type: none"> • Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery
	Industrial graphics	<ul style="list-style-type: none"> • Engineering drafting • Building and construction drafting • Furnishing drafting
	Plastics	<ul style="list-style-type: none"> • Thermoplastics fabrication • Thermosetting fabrication

Assessment

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

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

Project	Practical Demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a technical drawing (which includes a model) component and at least one of the following components:</p> <ul style="list-style-type: none"> • Written: 500–900 words • Spoken: 2½–3½ minutes • Multi-modal <ul style="list-style-type: none"> - Non-presentation: 8 A4 pages max (or equivalent) - Presentation: 3-6 minutes • Product: continuous class time. 	<ul style="list-style-type: none"> • Students demonstrate production skills and procedures in class under teacher supervision. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

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

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

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

Pathways

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

Objectives

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

- Demonstrate an understanding of dance concepts and skills
- Apply literacy skills
- Organise and apply the dance concepts
- Analyse and interpret dance concepts and skills
- Apply technical skills
- Realise meaning through expressive skills
- Create dance to communicate meaning
- Evaluate dance, justifying the use of dance concepts and skills.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Moving bodies</p> <p>How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> - Contemporary - At least one other genre • Subject matter: <ul style="list-style-type: none"> - Meaning, purpose and context - Historical and cultural origins of focus genres 	<p>Moving through environments</p> <p>How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> - Contemporary - At least one other genre • Subject matter: <ul style="list-style-type: none"> - Physical dance environments including site-specific dance - Virtual dance environments 	<p>Moving statements</p> <p>How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> - Contemporary - At least one other genre • Subject matter: <ul style="list-style-type: none"> - social, political and cultural influences on dance 	<p>Moving my way</p> <p>How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> • Genres: fusion of movement styles • Subject matter: <ul style="list-style-type: none"> - Developing a personal movement style - Personal viewpoints and influences on genre

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1): 20%</p> <ul style="list-style-type: none"> • Performance 	20%	<p>Summative internal assessment 3 (IA3): 35%</p> <ul style="list-style-type: none"> • Project – dance work 	35%
<p>Summative internal assessment 2 (IA2): 20%</p> <ul style="list-style-type: none"> • Choreography 	20%		
<p>Summative external assessment (EA): 25%</p> <p>Examination – extended response</p>			

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

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

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

Pathways

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

Objectives

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

- Demonstrate an understanding of dramatic languages
- Apply literacy skills
- Apply and structure dramatic languages
- Analyse how dramatic languages are used to create dramatic action and meaning
- Interpret purpose, context and text to communicate dramatic meaning
- Manipulate dramatic languages to create dramatic action and meaning
- Evaluate and justify the use of dramatic languages to communicate dramatic meaning
- Synthesise and argue a position about dramatic action and meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Share</p> <p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> • Cultural inheritances of storytelling • Oral history and emerging practices • A range of linear and non-linear forms 	<p>Reflect</p> <p>How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • Associated conventions of styles and texts 	<p>Challenge</p> <p>How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • Associated conventions of styles and texts 	<p>Transform</p> <p>How can you transform dramatic practice?</p> <ul style="list-style-type: none"> • Contemporary performance • Associated conventions of styles and texts • Inherited texts as stimulus

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Performance 	20%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Project – practice-led project 	35%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Project – dramatic concept 	20%		
<p>Summative external assessment (EA): 25%</p> <p>Examination – extended response</p>			

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.

Device Recommendations



Please see Device specific requirements at the back of the booklet.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Foundation</p> <ul style="list-style-type: none"> • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning? 	<p>Story forms</p> <ul style="list-style-type: none"> • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories? 	<p>Participation</p> <ul style="list-style-type: none"> • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors? 	<p>Identity</p> <ul style="list-style-type: none"> • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1): 15%</p> <ul style="list-style-type: none"> • Case study investigation 		<p>Summative internal assessment 3 (IA3): 35%</p> <ul style="list-style-type: none"> • Stylistic project 	
<p>Summative internal assessment 2 (IA2): 25%</p> <ul style="list-style-type: none"> • Multi-platform project 			
<p>Summative external assessment (EA): 25% Examination – extended response</p>			

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

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

Students use essential literacy skills to engage in a multi-modal 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 such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

Objectives

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

- Demonstrate technical skills
- Explain the use of music elements and concepts
- Use music elements and concepts
- Analyse music
- Apply compositional devices
- Apply literacy skills
- Interpret music elements and concepts
- Evaluate music to justify the use of music elements and concepts
- Realise music ideas
- Resolve music ideas.

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1): 20%</p> <ul style="list-style-type: none"> • Performance 		<p>Summative internal assessment 3 (IA3): 35%</p> <ul style="list-style-type: none"> • Integrated project 	
<p>Summative internal assessment 2 (IA2): 20%</p> <ul style="list-style-type: none"> • Composition 			
<p>Summative external assessment (EA): 25% Examination – extended response</p>			

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

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways

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

Objectives

Common objectives

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

- Apply literacy skills
- Evaluate music and ideas about music
- Examine music and ideas about music
- Express meaning, emotion or ideas about music.

Specialist objectives

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

- Apply compositional devices
- Manipulate music elements and concepts
- Resolve music ideas.

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

- Analyse music
- Investigate music
- Synthesise information.

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

- Apply technical skills
- Interpret music elements and concepts
- Realise music ideas.

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none"> • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> • Key idea 3: Independent best practice

Assessment

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

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

Summative assessments – Composition specialisation

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

Summative assessments – Musicology specialisation

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

Summative assessments – Performance specialisation

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

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

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

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

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

Pathways

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

Objectives

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

- Implement ideas and representations
- Apply literacy skills
- Analyse and interpret visual language, expression and meaning in artworks and practices
- Evaluate art practices, traditions, cultures and theories
- Justify viewpoints
- Experiment in response to stimulus
- Create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- Realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as lens</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	<p>Art as code</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	<p>Art as knowledge</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	<p>Art as alternate</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Investigation – inquiry phase 1 	15%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Project – inquiry phase 3 	35%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Project – inquiry phase 2 	25%		
<p>Summative external assessment (EA): 25%</p> <p>Examination – extended response</p>			

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

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

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

Pathways

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

Objectives

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

- Recall terminology and explain art-making processes
- Interpret information about concepts and ideas for a purpose
- Demonstrate art-making processes required for visual artworks
- Apply art-making processes, concepts and ideas
- Analyse visual art-making processes for particular purposes
- Use language conventions and features to achieve particular purposes
- Generate plans and ideas and make decisions
- Create communications that convey meaning to audiences
- Evaluate art-making processes, concepts and ideas.

Structure

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

Core	Elective
<ul style="list-style-type: none"> • Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation 	<ul style="list-style-type: none"> • 2D - Ceramics • 3D - Printmaking

Assessment

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

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

Project	Product	Extended Response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: <ul style="list-style-type: none"> • A product component: variable conditions • At least one different component from the following <ul style="list-style-type: none"> • Written: 500–900 words • Spoken: 2½–3½ minutes • Multimodal <ul style="list-style-type: none"> - Non- presentation 8 A4 pages ma - Presentation: 3-6 minutes. 	Variable conditions	Presented in one of the following modes: <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multi-modal <ul style="list-style-type: none"> - Non-presentation: 10 A4 pages max (or equivalent) - Presentation: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multi-modal <ul style="list-style-type: none"> - Non-presentation: 10 A4 pages max (or equivalent) - Presentation: 4–7 minutes.

Certificate courses from Certificate I to Certificate III are offered to students who have commenced their senior phase of learning. Each of these courses contribute points towards the Queensland Certificate for Education (QCE) with Certificate III courses contributing between five to eight points. ATAR eligible students may elect to study one of the VET subjects which can contribute to an ATAR.

All of the Certificate courses are nationally recognised and taught to the standards required by the Australian Skills Quality Authority (ASQA) and to standards required by industry.

All certificate courses that are nationally recognised are delivered in compliance with the Standards for Registered Training Organisations (RTOs) 2015 and to standards required by industry.

Courses will be delivered by the following external RTO's

BSB30120 Certificate III in Business

RTO Provider No.40700 Redmako

SIT30616 Certificate III in Hospitality/SIT30516 Certificate III in Events

RTO Provider No 30414 Mueller College



RTO No.40700™



NATIONALLY RECOGNISED
TRAINING

RTO No.30414

The BSB30120 Certificate III in Business

course aims to provide students with valuable skills relevant to business and finance.

Topics studied include the setting up and operating of a small business venture within the school environment. This involves record keeping, entrepreneurship, marketing, working as a team member, customer service and other processes involved with running a small business.

By the conclusion of the course of study, students should develop the knowledge, practices and attitudes necessary to:

- Participate in the community as informed, responsible and ethical consumers, citizens and entrepreneurs
- Efficiently manage personal finances
- Interact effectively in both personal and business environments
- Respond to business opportunities and challenges
- Use information and technologies to record, report and create business information and/or products and to communicate relevant information to interested parties
- Work individually and co-operatively to develop business plan and products; participate in and evaluate the outcomes of business ventures
- To appreciate and put into practice the highest standards of neatness, accuracy, confidentiality, honesty and reliability as required in business.

Entry requirements

Entry is open to year 11 students for a two year course

Duration and location

This is a two-year course delivered in Years 11 or 12 students at Mueller College, Rothwell.

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 13 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.

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face-to-face instruction
- Simulated work-based learning
- Guided learning
- Practical formation of a business venture

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in the hospitality industry as closely as possible.

- Assessment techniques include:
- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks.

Work placement

Students are taught in a simulated workplace environment.

Core Units

To attain a BSB30120 Certificate III in Business the below units of competency must be achieved:

Unit Code	Title
BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication
BSBTEC301	Design and produce business documents
BSBTEC303	Create electronic presentations
BSBWRT311	Write simple documents
BSBTEC201	Use business software applications
BSBPEF301	Organise personal work priorities
BSBOPS304	Deliver and monitor a service to customers
BSBOPS305	Process customer complaints

Pathways

The skills taught are beneficial to anyone's personal financial literacy as well as being an advantage for many types of employment including: business administration and management, marketing, financial planning, accounting, customer relations, human resource management, customer service, banking, government administration and economy.

Completion of this course is also recommended for those interested in studying Accounting and/or other Business Communication and Technologies in Years Eleven & Twelve and/or at a tertiary level (vocational and university study).

The SIT30616 Certificate III in Hospitality / SIT305516 Certificate in Events qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

Events are diverse in nature and these qualifications provide a pathway to work for event or exhibition organisations operating in a range of industries including the tourism and travel, hospitality, sport, cultural and community sectors.

The diversity of employers includes event or exhibition management companies, event venues, or organisations that organise their own events. Work could be undertaken in an office environment where the planning of events takes place, on-site at venues where events are staged or a combination of both. These qualifications allow for multi-skilling and for specialisation in accommodation services, food and beverage and events.

Entry requirements

The SIT30616 Certificate III in Hospitality and the SIT2014 Certificate III in Events are complementary courses. Students will undertake the majority of the Certificate III in Hospitality in Year 11 and the Certificate III in Events in Year 12. The Certificate III in Events builds upon the units completed in the Certificate III in Hospitality. Students who wish to join the Certificate III later in the year will have to fulfil the prerequisite requirement of having completed the Certificate II in Kitchen Operations.

Duration and location

This is a two-year course delivered in Years 11 or 12 for students at Mueller College, Rothwell.

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 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.

Delivery Modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face-to-face instruction
- Simulated work-based learning
- Guided learning
- Practical formation of a business venture

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in the hospitality industry as closely as possible.

- Assessment techniques include:
- Observation
- Folios of work
- Questioning
- Projects
- Written and practical tasks.

Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in a real hospitality/event based environment. Students will be required to complete 36 Service Periods which may require attendance of after school hours functions.

Core Units

Unit Code	Title
BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND004	Work effectively in hospitality service
SITXCCS006	Provide service to customers
SITXCOM002	Show social and cultural sensitivity
SITXHRM001	Coach others in job skills
SITXWHS001	Participate in safe work practices
SITXFSA001	Use hygiene practices for food safety
SITHCCC003	Prepare and present sandwiches
SITHKOP001	Clean kitchen premises and equipment
SITXFIN001	Process financial transactions
SITHFAB005	Prepare and serve espresso coffee
SITXINV002	Maintain the quality of perishable items
SITHFAB005	Prepare and serve espresso coffee
SITHFAB002	Provide responsible service of alcohol

To attain a SIT30516 Certificate III in Events the additional units of competency must be also achieved:

Unit Code	Title
SITEEVT001	Source and use information on the events industry
SITEEVT002	Process and monitor event registrations
SITEEVT003	Coordinate on-site event registrations
SITEEVT004	Provide event staging support
*BSBSUS201	Participate in environmentally sustainable work practices

**BSBSUS201 Participate in environmentally sustainable work practices needs to be completed if students have not completed SIT20416 Certificate II in Kitchen Operations*

Pathways

Completion of this course is recommended for those interested in the area of Hospitality and events. Pathways include but not limited to:

Hospitality

- Barista (espresso coffee machine operator)
- Food and beverage attendant
- Front desk receptionist
- Front office assistant
- Function attendant
- Function host
- Guest service agent
- Housekeeper
- Restaurant host

Events

- Conference assistant
- Event or exhibition administrative assistant
- Event or exhibition assistant
- Event or exhibition operations assistant
- Functions assistant
- In-house meetings assistant
- Junior event or exhibition coordinator
- Logistics assistant
- Meetings assistant
- Venue assistant.



GENERAL DEVICE REQUIREMENTS

Device Requirements

General Device Requirements

This information is intended to serve as a guide to aid in the selection of a suitable device for students on the BYOD program.

A laptop that meets the minimum storage, processing and operating requirements is all that is needed. These requirements include the ability to support the most recent operating systems, run word processing applications and connect to the Internet. There are a select few subjects in which students require devices or programs which extend beyond the scope of these minimum requirements. For each of these subjects the school provides dedicated devices equipped with all the required programs and students can access these devices in class time. Students are given sufficient time in class with access to these devices and programs to complete their course work. There is no requirement from the school for students to have personal devices that extend beyond these minimum specifications.

We understand that some students prefer to work at home on their personal devices and would like clarity around the device specifications and programs used in specific subjects. This document seeks to clarify the subjects, specifications and programs required for those who wish to have a personal device equipped for all course work.

The table below outlines the required programs and system specifications all student laptops must meet.

Minimum BYOD Requirements

Apple or Windows Device	
Programs	Word Processing Internet Browsing
Storage	256 GB SSD
Memory	8GB
Operating System	Support recent MacOS or Windows

The following subjects have additional recommendations:

- Design
- Digital Solutions
- Film, Television & New Media

Design - Subject Recommendations

The school provides access to devices that the students can work on at school. Students may want a device to work on outside of class but this is not a mandatory requirement as, in our experience, students have enough time to complete the majority of coursework in class with the school's provided devices. Some of the additional programs that are beneficial but not essential for students to have are AutoCad, Inventor, AutoDesk Revit, Adobe Photoshop, Adobe Acrobat DC Pro and Flashprint. The Apple MacOS operating system is not compatible with some of the programs used in Design, and therefore not recommended. A decent PC laptop with an i7 chip (the i7 is highly recommended over the i5), at least 8GB of RAM and if possible, a separate graphics card should suffice.

If you have any further questions, please contact:

Contact Details:

HOD

Chris Gater

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Programs & System Recommendations

Windows Laptop	
Programs & Costs	AutoDesk Inventor – Free AutoDesk Revit – Free Flashprint – Free Adobe Photoshop & Acrobat Pro DC – Monthly Subscription
RAM	16GB preferred
Storage	512GB SSD
Processor	i7 (8th Gen Intel or later preferred)
OS	Latest Windows 64-bit
GPU	Dedicated 2GB+ VRAM GPU recommended

Digital Solutions - Subject Recommendations

In Digital Solutions, it is handy to have both a tablet with scribe capability (iPad + Pencil / Surface + Surface Pen) and a laptop. A laptop is an essential requirement as a tablet by itself will not meet course requirements. If students already have either an iPad or Surface, it's recommended to stick within the same family and get an Apple or Windows laptop respectively so that they talk to each other. If students do not currently have a personal device, an Apple laptop is recommended. Apple products are used a lot at school and using technologies such as Airplay and Airdrop are very handy for file distribution and presentation.

Some of the programs that are essential for Digital Solutions are Unity3d + Visual Studio, MAMP & Atom. Having Adobe CC is also beneficial. All of the programs listed are free, with the exception of Adobe CC which is an optional program that some students use to create graphics. Of the above-mentioned programs, Unity 3d requires the most computing power. The general system requirements to run it are as follows.

If you have any further questions, please contact:

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Optional Specifications & Programs

Apple or Windows Laptop	
Programs & Costs	Unity 3d + Visual Studio – Free MAMP- Free Brackets - Free Adobe CC – Monthly Subscription
RAM	16GB
Storage	512GB SSD
Processor	i7 (8th Gen Intel preferred)
OS	Latest MacOS or Windows 64-bit
Additional Requirements	Dedicated 2GB+ VRAM GPU recommended

Film, Television & New Media - Subject Recommendations

The school provides access to devices that the students can work on at school. Students may want a device to work on outside of class but this is not a mandatory requirement as students have enough time to complete the coursework in class with the school's provided devices.

The program that students will be using most in class is Final Cut Pro. This is the only editing program explicitly taught in the course. It can be purchased for a one-off cost and runs exclusively on the Apple MacOS operating systems. If your student is committed to editing on Windows, Adobe Premiere is the most direct alternative to Final Cut Pro. Alternatively, for a free professional-level application, Davinci Resolve is recommended and available online. However, bear in mind that there are no instructions provided for its use in this subject. All of these programs require a recent spec Apple or Windows laptop.

Additionally, as Film, Television & New Media requires students to capture and edit significant amounts of high-quality footage one of the key components to a personal device is having sufficient storage. We recommend a minimum of 512GB storage.

If you have any further questions, please contact:

Contact Details:

HOD Simon Ratcliffe s.ratcliffe@mueller.qld.edu.au

Optional Specifications & Programs

	Apple Laptop	Windows Laptop
Programs & Costs	Final Cut Pro – One Off Cost	Adobe Premiere Pro – One Off Cost
RAM	16 GB	16GB
Storage	512GB SSD	512GB SSD
Processor	i7	i7 (8th Gen Intel preferred)
OS	Latest MacOS	Windows 64-bit
GPU		Dedicated 2GB+ VRAM GPU recommended
Additional Requirements	SD Card (min 16GB, Class 10 Speed)	SD Card(min 16GB, Class 10 Speed)



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