



2025

# SENIOR SUBJECT GUIDE



**FisherONE**  
Online Education

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# FROM THE PRINCIPAL

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**Britt Gurnett**

**Principal St John Fisher College**



I am delighted to extend a warm welcome to FisherONE Online Education, the pioneering online learning platform designed to provide exceptional education within a Catholic community. As the Principal, I am proud to introduce this innovative initiative that brings the benefits of online learning to senior students who may face challenges accessing specific subjects at their current school.

FisherONE opens a world of opportunities, offering a wide range of senior subjects delivered with the care, understanding, and connection that are at the core of our Catholic values. Our dedicated team of experienced educators have crafted a curriculum that aligns with the Queensland Curriculum and Assessment Authority (QCAA) standards and expectations.

Our online learning program has been designed with your success in mind. We understand that every student has unique learning needs and circumstances. FisherONE ensures flexibility by seamlessly integrating into your current school timetable. By enrolling in FisherONE subjects, you gain access to a wealth of resources, engage in group video lessons, receive individualised support, and interact with teachers and classmates through our digital learning environment.

At FisherONE, we believe in empowering our students to become self-motivated, persistent learners who are eager to explore new horizons. Online learning requires dedication, discipline, and effective communication. It is for those genuinely interested in the chosen subject, who share a love for learning and are committed to success.

By choosing FisherONE, you gain more than just an online learning platform. You become part of a supportive and inclusive Catholic community that prioritises your spiritual development and personal well-being. We are committed to providing a nurturing environment where your academic growth is fostered, your goals are supported, and your aspirations are encouraged.

I invite you to explore our website to learn more about FisherONE and the diverse range of subjects we offer. Should you have any questions or require further information, our dedicated team is ready to assist you. Join us on this remarkable educational journey as we embark on a new era of learning excellence.

Britt Gurnett

Principal



# FisherONE Online Education

FisherONE is designed to meet the needs of senior students who have difficulty accessing specific subjects at their current school. Our subjects are fully facilitated learning engagements that happen in conjunction with the subject choices at your current school.

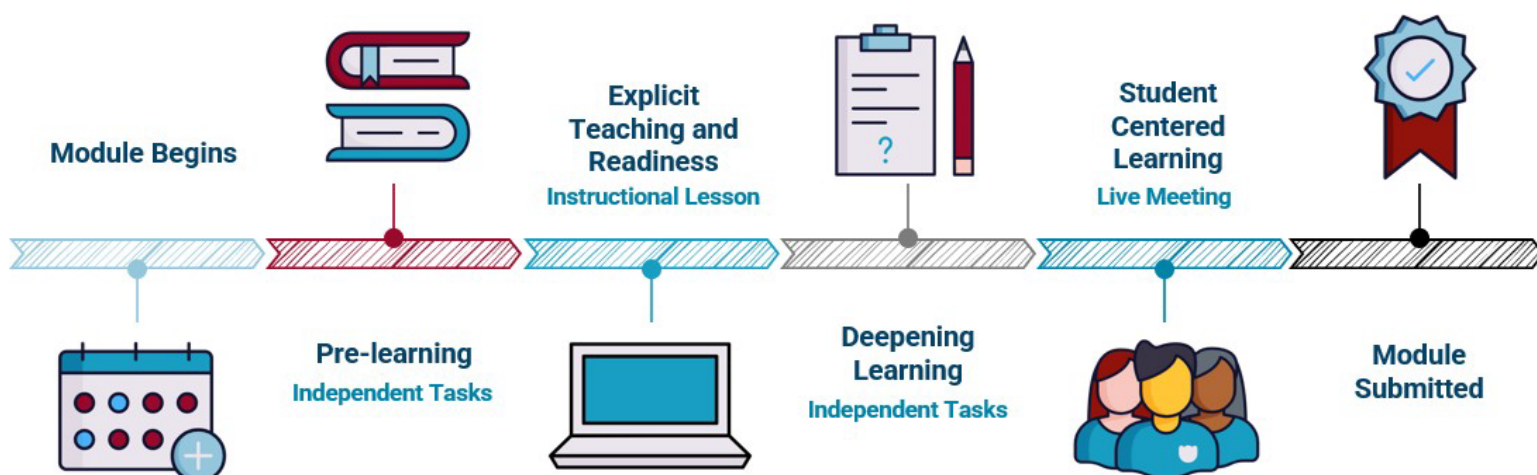
When students enrol in a FisherONE course, it becomes part of their school timetable, and they have a specific time scheduled for the subject, just like all their other subjects.

Why choose FisherONE?

FisherONE offers a range of subjects that are designed to meet the needs of 21st-century learners. At FisherONE, we believe that teaching and learning should be a collaborative experience; our courses are designed to be interactive, engaging, and effective. With new and adaptive technologies, we are constantly updating and improving how we teach to ensure our students can access the latest tools and resources.

Model of Delivery

The FisherONE model of delivery works on the assignment of weekly modules. Students are expected to engage in independent learning tasks and live online lessons. We utilise the full potential of Microsoft 365, with Teams being the main point of delivery. Here is an overview of what you can expect from a weekly module and throughout your course:



Before the live online lesson, you will receive a set of pre-learning tasks to complete independently. These tasks will vary depending on the topic. They may include pre-recorded lessons, reading articles, watching videos, discussion threads or completing exercises to help you prepare for the live lesson.

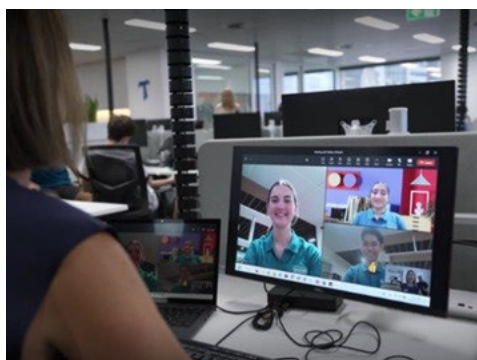
At the end of the module, you will participate in a compulsory live online lesson where you will collaborate with your peers and receive feedback from your teacher. You can expect engaging and interactive discussions, collaborative responses and guided real-world examples to help you understand the material.

By actively participating in each aspect of the course, you will have the opportunity to gain a deeper understanding of the topics and receive feedback to help you improve.



Online learning may seem daunting, but at FisherONE, our teachers use the digital environment to be present in your learning location. The FisherONE teachers integrate digital resources and frequent communication to deliver a learning experience that rivals being present in the classroom. The major difference is that the online student has flexibility around when some of the learning takes place.

We know that online learning takes self-motivation, persistence, and the willingness to communicate openly with your teacher and ask for help and direction when needed. It is for those genuinely interested in the chosen subject who share a love for learning and are committed to success.



FisherONE provides a flexible and personalised approach to your senior studies. FisherONE ensures that each student has the best possible preparation and opportunity to move into their desired pathway of choice. We look forward to welcoming you to our community and supporting you to 'go far, see more and reach further'.

Enrolment cut-off date: 29th November 2024. Enrolments received after this date will be subject to availability.

To apply for enrolment at FisherONE, please complete the enrolment application form on our website [www.fisherone.qld.edu.au](http://www.fisherone.qld.edu.au)





# TECHNOLOGY & FACILITIES

## FisherONE

We understand the importance of technology in online education and strive to provide the necessary resources and support to ensure an optimal learning experience for all FisherONE students.

FisherONE uses the latest Microsoft 365 technology to connect and deliver the curriculum to all students. The support of Brisbane Catholic Education which works closely with Microsoft allows us access to the most recent advancements in online learning.

The FisherONE digital platform allows our teachers to utilise the appropriate technology to support students in their phases of development. We take great pride in using this technology and our signature pedagogy to deliver excellent online learning.

### Teams

Our virtual classroom where students come together to collaborate and access learning materials.



### SharePoint

Our College portal designed to bring communities together and support the wellbeing and academic journey of all students.



### Instructional Tools

Our wide range of digital learning software design to enable effective online teaching and learning.



### Learning Accelerators

Software designed to help streamline the creation, review, and analysis of student work while providing real-time engagement to keep up and get ahead.

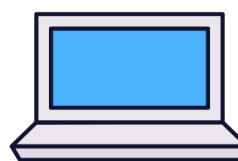


## Student Requirements

To ensure a seamless online learning experience, FisherONE requires students to have certain technology requirements. These include:



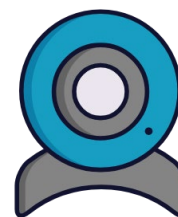
A stable and reliable Internet connection is essential for accessing course materials, participating in live online lessons, and engaging in collaborative activities. A minimum internet speed of 10 Mbps is recommended to ensure smooth streaming and interaction.



Students will need a laptop or computer that meets the minimum specifications to support the online learning platform. These specifications may include a certain operating system (e.g., Windows or macOS), processor, RAM, and storage capacity. Details regarding the specific requirements will be provided upon enrolment.



Good-quality headphones with a built-in microphone are necessary for clear audio communication during live online lessons, group discussions, and virtual meetings. This allows students to participate and engage in interactive sessions actively.



A webcam is required to facilitate video conferencing and enhance communication with teachers and peers. It enables visual interactions and engaging in face-to-face discussions.

In addition to the technology requirements, FisherONE offers state-of-the-art facilities and a robust network infrastructure to support a smooth learning environment. As a Brisbane Catholic Education (BCE) school, we have access to modern meeting rooms at Cathedral House, ensuring a conducive space for curriculum days and other collaborative networking activities. These facilities are equipped with the latest technology.

FisherONE staff members have access to one of Australia's fastest and most reliable networks. This enables them to deliver live online lessons, provide timely support to students, and ensure seamless communication and connectivity throughout the learning process.

Students can fully engage in their courses and maximise their online learning journey by meeting the technology requirements and leveraging our advanced facilities and network infrastructure.

Please refer to our enrolment package or contact our support team for further details on the technology requirements and available facilities.



# GUIDELINES FOR SUBJECT SELECTION **FisherONE**

When selecting subjects, you need to consider the subjects that:

- You enjoy
- You have achieved good results previously (work with your strengths)
- Reflect your interests and abilities
- Help you reach your career goals
- Meet any subject prerequisites you need for further study after Year 12
- Will develop skills, knowledge and attitudes useful throughout your life
- Will keep many post Year 12 options open.

FisherONE is co-educational and currently focused on QCAA senior subjects. Students may choose to enrol in Year 11 or Year 12 subjects.

Unit 1 and Unit 2 – runs for the first three terms of Year 11

Unit 3 and Unit 4 – commences Year 11 Term 4 and continues through Year 12

Selecting the right subject is very important, so we encourage students and parents/guardians to talk through the enrolment process with teachers and advisors from your Base School. They can help make decisions for successful senior schooling outcomes.



Continuing on into Unit 3 and Unit 4 (Unit 3 commences in Term 4 of Year 11 and continues into Year 12) of a General Subject is considered conditional upon satisfactory application and/or achievement in Units 1 and 2 in Year 11. Where the College has concerns regarding a particular student's academic performance and commitment to study, the student may be required to participate in a more formal review of his/her progress in his/her current studies and may also be required to show cause why he/she should commence or continue Senior study in the following year.



# Pre-Requisite Requirements and Subject Selection Rules

Pre-requisite requirements are subjects, units of study or Levels of Achievement that need to be studied or attained before a student can expect success in a future subject. Pre-requisite requirements for subjects are outlined in the subject descriptions later in this handbook. Students whose selections contravene Subject Selection Rules must re-choose unless specific exemptions are granted in their case by the Assistant Principal – Curriculum.

## SET Planning

All students are required to develop a plan for their senior studies. This is called a Senior Education and Training (SET) Plan. This will take place in Year 10 at your base school. The plan will be based on:

- your career aspirations and further study and training goals
- your interests
- consultation with teachers, the Careers and Guidance Counsellor, and parents.

The SET Plan may be revisited during Years 10, 11 and 12 and adjustments made when necessary.

## Senior Learning Pathways

OPTION	FOR	REQUIREMENTS	OUTCOME
<b>ATAR</b>	Students who wish to gain tertiary entry as their preferred post school option	<ul style="list-style-type: none"> <li>- 6 General subjects</li> <li>Or</li> <li>- 5 General &amp; 1 Applied subjects</li> <li>Or</li> <li>- 4 General &amp; 2 Applied Subjects</li> </ul>	QCE  ATAR
<b>ATAR + VET</b>	Students who wish to gain tertiary as preferred post-school options. AND want to gain a recognised certificate in a VET subject of their choice	<ul style="list-style-type: none"> <li>- 5 General subjects &amp; 1 VET subject</li> <li>Or</li> <li>- 4 General subjects &amp; 1 VET subject &amp; 1 Applied subject</li> <li>Or</li> <li>- 4 General &amp; 2 VET subjects</li> </ul>	QCE  ATAR  Certificates or Statement of Attainment (Nationally Recognised)
<b>VET</b>	Students who wish to gain tertiary options but wish to be engaged in VET in the Senior Phase of Learning	<ul style="list-style-type: none"> <li>- 3 or more - Applied subjects and/ or VET</li> <li>Or</li> <li>- 3 subjects or less – General subjects</li> </ul>	QCE  Certificates or Statement of Attainment (Nationally Recognised)



# Senior Education Profile

## FisherONE

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 [Senior Education Profile \(SEP\) | Queensland Curriculum and Assessment Authority \(qcaa.qld.edu.au\)](https://www.qcaa.qld.edu.au/senior-education-profile).

## 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)

The Queensland Certificate of Education (QCE) is Queensland's internationally recognised senior secondary schooling qualification.

To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12.

To achieve a QCE, students must achieve 20 QCE points/credits from their learning across Year 11 and 12. Of these 20 QCE points, 12 must come from what is considered the Core learning requirement (often English, Mathematics and Religion). Each General or applied school-based subject offers a student a maximum of four QCE points. These points are earned when a student achieves a C or better for the Unit of work in Units 1 and 2. A student must achieve a C standard or above across Units 3 and 4 to achieve the final 2 QCE points available for the subject.

Core courses of study are typically undertaken by students during senior schooling. They are courses of study that have been quality assured by the QCAA or a recognised authority.

Schools and other learning providers report students' results at intervals set by the QCAA. General and Applied subject results are reported after students complete Unit 1, Unit 2, and the Unit 3 and 4 pair. QCE credit progressively accrues in students' learning accounts (see the QCE credit allocation table page 9). Credit from General and Applied courses of study will accrue when the set standard is met and reported. Results reported as satisfactory for Unit 1 or Unit 2 will accrue one credit point each towards a QCE. A grade of C must be achieved by the end of Unit 3 and 4 pair to accrue two QCE points.



## 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.

Students interested in a QCIA pathway will have a meeting with the Learning Partnerships team and Assistant Principal – Curriculum to ensure the appropriate subjects are being selected to meet the QCIA learning goals

## Senior Subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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 as all subjects build on the P-10 Australian Curriculum.

## General Syllabuses

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

## Applied Syllabuses

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

## Short Courses

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

## Underpinning Factors

All senior syllabuses are underpinned by:

**LITERACY** – the set of knowledge and skills about language and texts essential for understanding and conveying content;

**NUMERACY** – the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.



**21ST CENTURY SKILLS** – the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

## Applied Syllabus

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

**APPLIED LEARNING** – the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts;

**COMMUNITY CONNECTIONS** – the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom;

**CORE SKILLS FOR WORK** – the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

## Vocational Education and Training (VET)

Students can access VET programs through their base school if it:

- Is a Registered Training Organisation (RTO);
- Has a third-party arrangement with an external provider who is an RTO;
- Offers opportunities for students to undertake school-based apprenticeships or traineeships.

## Australian Tertiary Admission Rank (ATAR) Eligibility

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students.

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- Best five General subject results;
- Best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations. ATARs are used as a method to determine entrance into University study within and beyond Queensland.

## English Requirement

While students must undertake this to be eligible to receive an ATAR, it is not mandatory for a student's English results to be included in the calculation of their ATAR. However, satisfactory completion of a General English subject across the two years of study is a prerequisite requirement for many university courses. Accordingly, satisfactory completion of a General English subject is particularly important for students on an ATAR pathway.

## ATAR FAQs

### What is ATAR?

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.



## ATAR Eligibility

To be eligible for an ATAR, a student must have:

- Satisfactorily completed an English subject;
- Complete five general subjects or four general subjects plus one applied subject or VET course at AQF Certificate III or above;
- Accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

## ATAR Calculation

The ATAR will be calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

## Inter-Subject Scaling

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject. Hence, as an example only, if a student of a given ability studies an easier Maths subject they might get a 90/100. But if the same student studied a harder Maths subject, they might only get a 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation. If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR.

Inter-subject scaling will not enhance or diminish a student's performance in their subjects. The student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student's ATAR.

## Vocational Education and Training (VET) and the ATAR

Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR.

For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of certificate III.

## Accessing the ATAR

ATARs are expected to be released in mid to late December each year. Students will be able to access their ATARs online and print a PDF version of their Queensland ATAR Result Notice. The result notice will be verifiable from a secure online facility.



# General Syllabuses

# FisherONE

## Structure

All General syllabus learning and assessment is broken up into four units of work studied across Years 11 and 12.

## General Syllabuses Course Overview

Further information about General Subjects can be found on the QCAA website: <https://www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects>

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

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

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

## Assessment

### Units 1 and 2 Assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2 to reflect the local context. The assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2 mirror those of Units 3 and 4.

Units 1 and 2 assessment outcomes provide feedback to students on their progress during study. Students will complete three or four assessments for Units 1 and 2. Learning from these assessment items will assist students to be successful in their assessment in Units 3 and 4.

FisherONE Online Education is required to report the satisfactory or unsatisfactory completion of Unit 1 and 2 for each student to the QCAA. The college will report levels of achievement to students and parents/carers using grades and descriptive statements.

### 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 Assessment (IA) items for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments are 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, teachers will 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

# FisherONE

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## Structure

All Applied syllabus learning and assessment is broken up into four units of work studied across Years 11 and 12.

## Applied Syllabuses Course Overview

Units 1 and 2 of the courses are designed to allow students to begin their engagement with the course content, 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 and allow for greater exploration of the subject matter. 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.

## Assessment

Applied syllabuses use three or four Formative Assessment (FA) items across Units 1 and 2 and four summative Internal Assessment (IA) items in Units 3 and 4. The Formative Assessment tasks are designed to allow students to become familiar with the type of assessment instruments they will complete in Units 3 and 4. The overall results from Units 3 & 4 determine the student's exit result for the subject.

Applied syllabuses do not use external assessment.

## Instrument-Specific Standards Matrixes

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



# Senior Subject Curriculum

## FisherONE

**Year 11 & 12 subject options for 2025 - 2026 (subjects will run according to demand and availability).**

### General Subjects (ATAR)

Specialist Mathematics

Literature

Biology

Physics

Psychology

Aboriginal and Torres Strait Islander Studies

Accounting

Business

Ancient History

Modern History

Study of Religion

Design

Digital Solutions

Engineering

Food and Nutrition

Japanese

French

Health

Music

### Applied Subjects

Information & Communication Technology

### Short Courses

Literacy

Numeracy





# Prerequisites for General Subjects

## FisherONE

Yr. 11/12 subject	Yr. 10 subject	Minimum Yr. 10 Result
Specialist Mathematics	Mathematics Extension	B
Literature	English	B
Business	English or Economics and Business	C B
Ancient History	Civics and Citizenship or History or English	B C
Modern History	Civics and Citizenship or History or English	B C
Study of Religion	Religious Education English	B C
Design	English	C
Digital Solutions	English and Mathematics	C C
Engineering	Mathematical Methods	C
Food and Nutrition	English	C
Biology	Science	B
Physics	Science and Mathematics Extension	B C
Psychology	Science and Mathematics and English	B B C
French	French and English	B C
Music	English and Music	C B

- Students wanting to study Specialist Mathematics must also study Mathematical Methods.
- Students wanting to study Physics are required to study Mathematical Methods and are encouraged to also study Specialist Mathematics.
- It is expected that students enrolling in FisherONE Senior Japanese:
  - can read and write both kana alphabets confidently - hiragana and katakana (all combinations).
  - have studied Japanese from Years 7-10 for a minimum of 5 semesters including Year 10.
  - can use verbs in the form of present, past, negative, negative past, present continuous, invitational, and the plain form.  
i.e. ~ます・~ました・~ません・~ませんでした・~ています・~ましょう・る・う
  - can use adjectives in the negative and past tense.
  - can read, write and know the various pronunciations of the following 85 kanji:

Numbers	一 二 三 四 五 六 七 八 九 十 百 千 万
Days of the week	日 月 火 水 木 金 土 曜
Counters/time/suffixes	語 円 人 才 本 年 生 分 時 半 日 週 月 年 休 今 間 毎
Nature	山 川 木 林 森
People/Body parts	私 父 母 人 子 先生 友 口 目 耳 手 体 男 女
School related	学校 学生 小学校 中学校 高校 大学 3時間目
Basic verbs	見 行 食 買 話 聞 来 書 読 住 使 生
Basic Adjectives	小 大 高 安 早 近 好
Prepositions/ Places	上 下 外 中 前 後 店 町 国 東京 日本
Other	電 車 番 気 何 ヲ



# Specialist Mathematics

## General Senior Subject

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

Specialist Mathematics aims to develop students:

- Select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- Comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.



## Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<b>Combinatorics, proof, vectors, and matrices</b> <ul style="list-style-type: none"> <li>• Topic 1: Combinatorics</li> <li>• Topic 2: Introduction to proof</li> <li>• Topic 3: Vectors in the plane</li> <li>• Topic 4: Algebra of vectors in two dimensions</li> <li>• Topic 5: Matrices</li> </ul>	<b>Complex numbers, further proof, trigonometry, and transformations</b> <ul style="list-style-type: none"> <li>• Topic 1: Complex numbers</li> <li>• Topic 2: Complex arithmetic and algebra</li> <li>• Topic 3: Circle and geometric proofs.</li> <li>• Topic 4: Trigonometry and functions</li> <li>• Topic 5: Matrices and transformations</li> </ul>	<b>Further complex number, proof, vectors, and matrices</b> <ul style="list-style-type: none"> <li>• Topic 1: Further complex numbers</li> <li>• Topic 2: Mathematical induction and trigonometric proofs</li> <li>• Topic 3: Vectors in two and three dimensions</li> <li>• Topic 4: Vector calculus</li> <li>• Topic 5: Further matrices</li> </ul>	<b>Further calculus and statistical inference</b> <ul style="list-style-type: none"> <li>• Topic 1: Integration techniques</li> <li>• Topic 2: Applications of integral calculus</li> <li>• Topic 3: Rates of change and differential equations</li> <li>• Topic 4: Modelling motion</li> <li>• Topic 5: Statistical inference</li> </ul>

## 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 Assessment

Unit 3		Unit 4	
Internal assessment 1 (IA1):	20%	Internal assessment 3 (IA3):	15%
• Problem-solving and modelling task		• Examination – short response	
Internal assessment 2 (IA2):	15%		
• Examination – Short Response			
External assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination – combination response</li> </ul>			



# Literature

## General Senior Subject

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

Literature aims to develop students:

- 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

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

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

## 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 Assessment

Unit 3		Unit 4	
Internal assessment 1 (IA1):	25%	Internal assessment 3 (IA3):	25%
• Examination – extended response		• Imaginative response	
Internal assessment 2 (IA2):	25%		
• Imaginative response			
External assessment (EA): 25% <ul style="list-style-type: none"> <li>Examination – extended response</li> </ul>			



# Biology

## General Senior Subject

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
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>Cells as the basis of life</li> <li>Exchange of nutrient and wastes</li> <li>Cellular energy, gas, and plant physiology</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>Homeostasis - thermoregulation and osmoregulation</li> <li>Infectious disease and epidemiology</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>Describing biodiversity and populations</li> <li>Functioning ecosystems and succession</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>Genetics and heredity</li> <li>Continuity of life on Earth</li> </ul>

## Assessment

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.

### Summative Assessment

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



# Physics

## General Senior Subject

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 skepticism and intellectual rigor 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

Physics aims to develop students:

- 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
<b>Physics of motion</b> <ul style="list-style-type: none"> <li>• Linear motion and force</li> <li>• Gravity and motion</li> </ul>	<b>Einstein's famous equation</b> <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Ionising radiation and nuclear reactions</li> <li>• The Standard Model</li> </ul>	<b>The transfer and use of energy</b> <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Waves</li> <li>• Electrical circuits</li> </ul>	<b>Electromagnetism and quantum theory</b> <ul style="list-style-type: none"> <li>• Electromagnetism</li> <li>• Quantum theory</li> </ul>

## 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 Assessment

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



# Psychology

## General Senior Subject

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

In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep.

In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour.

In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning.

In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

## Pathways

Psychology is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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

Psychology aims to develop students:

- Interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues.
- Appreciation of complex interactions, involving multiple parallel processes that continually influence human behaviour.
- Understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations.
- Ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence.
- Ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence.
- Ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Individual development</b> <ul style="list-style-type: none"> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Consciousness, <u>attention</u> and sleep</li> </ul>	<b>Individual behaviour</b> <ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul>	<b>Individual thinking</b> <ul style="list-style-type: none"> <li>• Brain function</li> <li>• Sensation and perception</li> <li>• Memory</li> <li>• Learning</li> </ul>	<b>The Influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul>

## 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 Assessment

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



# Aboriginal and Torres Strait Islander Studies

## General Senior Subject

Aboriginal & Torres Strait Islander Studies is a study of the First Peoples of Australia and the First Nations Peoples of the Torres Strait, the oldest living, continuous cultures in the world.

Aboriginal & Torres Strait Islander Studies is fundamental to an understanding of the history of this continent. Students are made aware of the diversity and sophistication of Aboriginal cultures and Torres Strait Islander cultures while considering the social, cultural and political relationships between First Nations Australians and non-First Nations Australians in historical and contemporary contexts. This approach can inform critical understandings of the past and present, whilst providing students with opportunities to consider possible futures.

Aboriginal & Torres Strait Islander Studies is relevant for all students — both First Nations Australian students and their non-First Nations peers. It provides opportunities for cultural affirmation of culture and identity for First Nations Australian students and ensures that all students engage with the voices and perspectives of First Nations Australians across time and place. Students will learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples and recognise this as an essential component of reconciliation.

## Pathways

Aboriginal & Torres Strait Islander Studies is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Aboriginal & Torres Strait Islander Studies can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism.

## Objectives

Aboriginal and Torres Strait Islander Studies aims to develop students:

- Define and use terminology.
- Demonstrate understandings of Aboriginal societies and Torres Strait Islander societies.
- Interpret information from sources. Analyse viewpoints and perspectives.
- Evaluate the significance of cultural interactions.
- Create responses that communicate meaning to suit purpose.



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cultures, identities, and connections</b> <ul style="list-style-type: none"> <li>• Cultures, identities, and connections</li> </ul>	<b>Continuity, change and influences</b> <ul style="list-style-type: none"> <li>• Resistance</li> <li>• Social and political change</li> </ul>	<b>Responses and contributions</b> <ul style="list-style-type: none"> <li>• Rights and freedoms</li> <li>• Land rights</li> </ul>	<b>Moving forward looking back</b> <ul style="list-style-type: none"> <li>• Resilience</li> <li>• Recognition and reconciliation</li> </ul>

## 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 Assessment

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



# Accounting

## General Senior Subject

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control.

Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders.

Digital technologies are integral to accounting, enabling real-time access to vital financial information. When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis.

## Pathways

Accounting is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

## Objectives

The syllabus objectives outline what students have the opportunity to learn.

- Comprehend accounting concepts, principles and processes. Synthesise accounting principles and processes.
- Analyse and interpret financial data and information.
- Evaluate practices of financial management to make decisions and propose recommendations.
- Evaluate business practices and strategies to make decisions and propose recommendations
- Create responses that communicate meaning.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Real-world accounting</b> <ul style="list-style-type: none"> <li>• Introduction to accounting</li> <li>• Accounting for today's businesses</li> </ul>	<b>Financial reporting</b> <ul style="list-style-type: none"> <li>• End-of-period reporting for today's businesses</li> <li>• Performance analysis of a sole trader business</li> </ul>	<b>Managing resources</b> <ul style="list-style-type: none"> <li>• Cash management</li> <li>• Managing resources for a sole trader business</li> </ul>	<b>Accounting – the big picture</b> <ul style="list-style-type: none"> <li>• Fully classified financial statement reporting and analysis for a sole trader business</li> <li>• Complete accounting process for a sole trader business</li> <li>• Performance analysis of a public company</li> </ul>

## 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 Assessment

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



# Ancient History

## General Senior Subject

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
<ul style="list-style-type: none"> <li>Digging up the Past</li> <li>Beliefs, rituals, and funerary practices</li> </ul>	<ul style="list-style-type: none"> <li>Egypt in the 18<sup>th</sup> dynasty</li> <li>Saladin</li> </ul>	<ul style="list-style-type: none"> <li>Phillip II and Alexander III of Macedon</li> <li>Fifth Century Athens (BCE)</li> </ul>	<ul style="list-style-type: none"> <li>Rome – the Punic Wars</li> <li>Julius Caesar</li> </ul>

## 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 Assessment

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



# Business

## 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
<b>Business creation</b> <ul style="list-style-type: none"> <li>Fundamentals of business</li> <li>Creation of business ideas</li> </ul>	<b>Business growth</b> <ul style="list-style-type: none"> <li>Establishment of a business</li> <li>Entering markets</li> </ul>	<b>Business diversification</b> <ul style="list-style-type: none"> <li>Competitive markets</li> <li>Strategic development</li> </ul>	<b>Business evolution</b> <ul style="list-style-type: none"> <li>Repositioning a business</li> <li>Transformation of a business</li> </ul>

## 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 Assessment

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



# Modern History

## General Senior Subject

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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

The syllabus objectives outline what students have the opportunity to learn.

- Devise historical questions and conduct research.
- Comprehend terms, concepts and issues.
- Analyse evidence from historical sources.
- Synthesise information from historical sources and evidenceEvaluate
- evidence from historical sources.
- Synthesise evidence from historical sources.
- Communicate to suit purpose.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the Modern World</b> <ul style="list-style-type: none"> <li>French Revolution, 1789–1799</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>African American civil rights movement, 1954–1968</li> </ul>	<b>National experiences in the Modern World</b> <ul style="list-style-type: none"> <li>Germany since 1914 – 1945</li> </ul>	<b>International experiences in the Modern World</b> <ul style="list-style-type: none"> <li>Australian engagement with Asia since 1945</li> </ul>
<ul style="list-style-type: none"> <li>Australian Frontier Wars, 1788 -1930s</li> </ul>		<ul style="list-style-type: none"> <li>China 1931 - 1975</li> </ul>	<ul style="list-style-type: none"> <li>EA – Cold War 1945 - 1991</li> </ul>

## 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 Assessment

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



# Study of Religion

## General Senior Subject

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Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exists within each tradition.

Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in modern society.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion. Each tradition is explored through the lens of the nature and purpose of religion, sacred texts that offer insights into life, and the rituals that mark significant moments and events in the religion itself and in the lives of adherents.

## Pathways

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

## Objectives

The syllabus objectives outline what students have the opportunity to learn.

- Explain features and expressions of religious traditions. Analyse
- perspectives about religious expression.
- Evaluate the significance and influence of religion.
- Communicate to suit purpose



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Religion, meaning and purpose</b> <ul style="list-style-type: none"> <li>Nature and purpose of religion</li> <li>Sacred texts</li> </ul>	<b>Religion and ritual</b> <ul style="list-style-type: none"> <li>Lifecycle rituals</li> <li>Calendrical rituals</li> </ul>	<b>Religious ethics</b> <ul style="list-style-type: none"> <li>Social ethics</li> <li>Personal ethics</li> </ul>	<b>Religion – rights and relationships</b> <ul style="list-style-type: none"> <li>Religion and the nation–state</li> <li>Human existence and rights</li> </ul>

## 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 Assessment

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



# Design

## General Senior Subject

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

The teaching and learning approach use a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design.

## 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

The syllabus objectives outline what students have the opportunity to learn.

- Describe design problems and design criteria.
- Represent ideas, design concepts and design information using visual representation skills.
- Analyse needs, wants and opportunities using data. Devise ideas in response to design problems.
- Evaluate ideas to make refinements.
- Propose design concepts in response to design problems.
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.



## Structures

Unit 1	Unit 2	Unit 3	Unit 4
<b>Stakeholder-centred design</b> <ul style="list-style-type: none"> <li>• Designing for others</li> </ul>	<b>Commercial design influences</b> <ul style="list-style-type: none"> <li>• Responding to needs and wants</li> </ul>	<b>Human-centred design</b> <ul style="list-style-type: none"> <li>• Designing with empathy</li> </ul>	<b>Sustainable design influences</b> <ul style="list-style-type: none"> <li>• Responding to opportunities</li> </ul>

## 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 Assessment

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



# Digital Solutions

## General Senior Subject

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

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

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

## Pathways

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

## Objectives

The syllabus objectives outline what students have the opportunity to learn:

- 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.



## Structures

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

## 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 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> <li>Technical proposal</li> </ul>		<ul style="list-style-type: none"> <li>Digital solutions</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>Digital solution</li> </ul>		<ul style="list-style-type: none"> <li>Examination – combination response</li> </ul>	



# Engineering

## General Senior subject

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

## Pathways

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

## Objectives

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

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



## Structures

Unit 1	Unit 2	Unit 3	Unit 4
<b>Engineering fundamentals</b> <ul style="list-style-type: none"> <li>• Engineering in society</li> <li>• Engineering communication</li> <li>• Introduction to engineering mechanics</li> <li>• Introduction to engineering materials</li> </ul>	<b>Emerging technologies</b> <ul style="list-style-type: none"> <li>• Emerging needs in society</li> <li>• Emerging processes, machinery and automation</li> <li>• Emerging materials</li> </ul>	<b>Civil structures</b> <ul style="list-style-type: none"> <li>• Civil structures in society</li> <li>• Civil structures and forces</li> <li>• Civil engineering materials</li> </ul>	<b>Machines and mechanisms</b> <ul style="list-style-type: none"> <li>• Machines in society</li> <li>• Machines, mechanisms and control</li> <li>• Materials</li> </ul>

## 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):	25%	Summative internal assessment 3 (IA3):	25%
• Engineered solution		• Engineered solution	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Examination — combination response		• Examination — combination response	



# Food & Nutrition

## General Senior Subject

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

Students explore the chemical and functional properties of nutrients to create food solutions that maintain 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.

## 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

The syllabus objectives outline what students have the opportunity to learn:

- 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.



## Structures

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

## 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 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> <li>• Examination – combination response</li> </ul>		<ul style="list-style-type: none"> <li>• Food &amp; Nutrition solution</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>• Food &amp; Nutrition solution</li> </ul>		<ul style="list-style-type: none"> <li>• Examination – combination response</li> </ul>	



# Information & Communication Technology

## Applied Senior Subject

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with information technology to support a growing need for digital literacy and specialist information and communication technology skills in the workforce.

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

## Pathways

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

## Objectives

The syllabus objectives outline what students have the opportunity to learn:

- Demonstrate practices, skills and processes.
- Interpret client briefs and technical information.
- Select practices and processes.
- Sequence processes.
- Evaluate processes and products. Adapt
- processes and products.



## Structures

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

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

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Information & Communication Technology are:

### Summative Assessment

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



# Japanese

## General Senior Subject

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

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

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

## Pathways

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

## Objectives

The syllabus objectives outline what students have the opportunity to learn:

- Comprehend Japanese to understand information, ideas, opinions and experiences.
- Identify tone, purpose, context and audience to infer meaning. Analyse and evaluate information and ideas to draw conclusions. Apply knowledge of language elements of Japanese to construct meaning.
- Structure, sequence and synthesise information to justify opinions and perspectives.
- Communicate using contextually appropriate Japanese.

## Structures

Unit 1	Unit 2	Unit 3	Unit 4
<p>私の暮らし <b>My world</b></p> <ul style="list-style-type: none"> <li>• Family/carers</li> <li>• Peers</li> <li>• Education</li> </ul>	<p>私達の世界をたんけんする <b>Exploring our world</b></p> <ul style="list-style-type: none"> <li>• Travel &amp; exploration</li> <li>• Social customs</li> <li>• Japanese influences around the world</li> </ul>	<p>私達の社会、文化とアイデンティティ <b>Our society; cultures and identity</b></p> <ul style="list-style-type: none"> <li>• Lifestyles and leisure</li> <li>• The arts, entertainment, and sports</li> <li>• Groups in society</li> </ul>	<p>私の現在と将来 <b>My present; my future</b></p> <ul style="list-style-type: none"> <li>• The present</li> <li>• Future choices</li> </ul>

## 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 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	30%
<ul style="list-style-type: none"> <li>• Examination – short response</li> </ul>		<ul style="list-style-type: none"> <li>• Multimodal presentation and interview</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>• Examination – extended response</li> </ul>		<ul style="list-style-type: none"> <li>• Examination – combination response</li> </ul>	



# French

## General Senior Subject

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages.

Communicating with people from French-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

## Pathways

French is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in French can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

## Objectives

The syllabus objectives outline what students have the opportunity to learn:

- Comprehend French to understand information, ideas, opinions and experiences.
- Identify tone, purpose, context and audience to infer meaning. Analyse and evaluate information and ideas to draw conclusions.
- Apply knowledge of language elements of French to construct meaning
- Structure, sequence and synthesise information to justify opinions and perspectives.
- Communicate using contextually appropriate French.



## Structures

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ma vie</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers</li> <li>• Peers</li> <li>• Education</li> </ul>	<b>L'exploration du monde -</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel &amp; exploration</li> <li>• Social customs</li> <li>• French influences around the world</li> </ul>	<b>Notre société; culture et identité -</b> <b>Our society; cultures and identity</b> <ul style="list-style-type: none"> <li>• Lifestyles and leisure</li> <li>• The arts, entertainment and sports</li> <li>• Groups in society</li> </ul>	<b>Mon présent; mon avenir -</b> <b>My present; my future</b> <ul style="list-style-type: none"> <li>• The present</li> <li>• Future choices</li> </ul>

## 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 Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	30%
• Examination – short response		• Multimodal presentation and interview	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
• Examination – extended response		• Examination – combination response	



# Health

## General Senior Subject

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

## Pathways

Health is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

## Objectives

The syllabus objectives outline what students have the opportunity to learn:

- Recognise and describe information about health-related topics and issues.
- Comprehend and use the Health inquiry model.
- Analyse and interpret information to draw conclusions about health-related topics and issues.
- Critique information to distinguish determinants that influence health status.
- Investigate and synthesise information to develop action strategies. Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion.
- Organise information for particular purposes
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts



## Structures

Unit 1	Unit 2	Unit 3	Unit 4
<b>Resilience as a personal health resource</b> <ul style="list-style-type: none"> <li>Define and understand resilience as a personal health resource</li> <li>Plan for action in a personal health context</li> <li>Evaluate and reflect on action in a personal health context</li> </ul>	<b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"> <li>Alcohol and other drugs</li> <li>Body image</li> </ul>	<b>Community as a resource for healthy living</b> <ul style="list-style-type: none"> <li>Homelessness</li> <li>Transport safety</li> <li>Anxiety</li> </ul>	<b>Respectful relationships in the post-schooling transition</b> <ul style="list-style-type: none"> <li>Define and understand respectful relationships</li> <li>Plan for action to influence respectful relationships in the post schooling transition</li> <li>Evaluate and reflect on action to influence the diffusion of innovations related to respectful relationships in the post-schooling transition</li> </ul>

## 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 Assessment

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



# Music

## General Senior Subject

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

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

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

## Pathways

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

## Objectives

The syllabus objectives outline what students have the opportunity to learn:

- Demonstrate technical skills.
- Use music elements and concepts. Analyse music.
- Apply compositional devices. Apply literacy skills.
- Interpret music elements and concepts.
- Evaluate music.
- Realise music idea. Resolve music ideas.



## Structures

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

## Assessment

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

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

### Summative Assessment

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





# Literacy

## Short Course

Literacy requires teaching, learning and assessment that are focused on meaning making ... rather than merely reproducing uncritically what they have been taught, learners should be able to make sense of the world and develop their own perspectives. This implies both an understanding of the world and the capacity to critically evaluate that world. If this broader conception of literacy is overlooked, then literacy becomes little more than the mastery of the series of sub-skills, rather than the genuinely transforming experience that current conceptions of literacy — as social practice, critical engagement, context-specific and multiple — suggest it should be.

This Short Course in Literacy is a one-unit course, developed to meet a specific curriculum need. Results in Literacy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation. The course focuses on aspects of literacy and does not replace the study of any subject from the current suite of English syllabuses. It is informed by, and articulates closely with, the literacy requirements of the Year 9 Literacy Indicators.

## Pathways

Literacy is a Short Course suited to students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

## Objectives

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

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



## Structure

The Short Course has been developed with a notional teaching, learning and assessment time of 55 hours.

The requirements for the course of study are: The two

topics

- Personal identity and education
- The work environment

The four core skills associated with each topic Reading

- Writing
- Oral Communication
- Learning.

## Assessment

### Summative Assessments

Students will complete two summative internal assessments that count towards their overall subject result. Schools develop these assessments, based on the learning described in the syllabus.

#### Summative internal assessment — instrument-specific standards

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

#### Criteria

Each instrument-specific standard groups assessment objectives into criteria. An assessment objective may appear in one or multiple criteria of an assessment.

## Exiting

### Exit folios

The exit folio is the collection of evidence of student work that is used to determine the student's exit result.



# Numeracy

## Short Course

Numeracy is embedded across the school curriculum and is developed through all phases of learning. This Numeracy Short Course senior syllabus allows teachers to design courses of study that cater for the prior learning and specific numeracy needs of their students.

This Short Course in Numeracy is a one-unit course of study, developed to meet a specific curriculum need. Results in Numeracy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

The course focuses on aspects of numeracy and does not replace the study of any subject from the current suite of Mathematics syllabuses. It is informed by the Australian Core Skills Framework (ACSF).<sup>1</sup> The requirements for a grade of C in this Short Course mirror the numeracy requirements for ACSF Level 3.

## Pathways

Numeracy is a Short Course suited to students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

## Objectives

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

- Select and interpret mathematical information.
- Select from and use a variety of mathematical and problem-solving strategies.
- Use oral and written mathematical language and representation to communicate mathematically.
- Plan, implement and adjust processes to achieve learning outcomes. Apply learning strategies.



## Structure

The Short Course has been developed with a notional teaching, learning and assessment time of 55 hours.

The requirements for the course of study are: The two

topics

- Personal identity and education
- The work environment

The two core skills associated with each topic Numeracy

- Learning

## Assessment

### Summative Assessments

Students will complete two summative internal assessments that count towards their overall subject result. Schools develop these assessments, based on the learning described in the syllabus.

#### Summative internal assessment — instrument-specific standards

This syllabus provides instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives.

Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

#### Criteria

Each instrument-specific standards groups assessment objectives into criteria. An assessment objective may appear in one or multiple criteria of an assessment.

In Numeracy, the following criteria are used:

- Numeracy Learning

## Exiting

### Exit folios

The exit folio is the collection of evidence of student work that is used to determine the student's exit result.





# CONTACTS

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