

St Margaret's



# Curriculum HANDBOOK



**YEAR 11 2019**

**YEAR 12 2020**

# Mission Statement

In a supportive Christian environment, reflecting the philosophy of the Sisters of the Society of the Sacred Advent, St Margaret's Anglican Girls School aims to provide excellence in teaching and learning within a broad, balanced and flexible curriculum complemented by other school activities; preparing confident, compassionate and capable young women able to contribute in a global community.

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May 2018

Dear Parents / Guardians

*The purpose of learning is growth and our minds, unlike our bodies, can continue growing as long as we live.*  
(Mortimer Adler)

St Margaret's has enjoyed a long tradition of academic excellence and broad subject choice. For 2019, the school continues with this tradition, as it focuses on preparing each student to meet requirements of the new Senior Assessment processes.

Whether it is for further study at a tertiary institution, an apprenticeship or entry into the workforce, St Margaret's, through its subject offerings, aims to prepare students for whatever endeavour they ultimately wish to pursue.

This Curriculum Handbook is designed to help your daughter plan her course of study for Years 11 and 12. It is important that subject selections are made considering personal interests and future career goals. Students should choose carefully knowing that they are choosing their study program for two years. They also need to ensure they choose subjects which will help them achieve the best possible ATAR.

Members of staff are available to assist you and your daughter in making good selections. Their advice is invaluable, as most have had experience assisting families in their choices over many years. SET Planning and the Year 10 Transition Day have been developed to support the Student's decision making.

Ultimately, success in senior studies is based on wise selection from subject choices and a positive approach to learning. The latter involves good time management, focus and persistence.

I do hope your daughter enjoys her Years 11 and 12 program and the opportunity to grow in knowledge and understanding in her final years of school.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Ros Curtis'.

Ros Curtis  
**PRINCIPAL**

# Year 11 2019 – Year 12 2020

A new Queensland Certificate of Education (QCE) system will begin with students entering Year 11 in 2019. From 2020, the Australian Tertiary Admission Rank (ATAR) will be the standard pathway to tertiary study for Queensland Year 12s. This curriculum handbook will assist you to understand the changes and help you to plan what to study in Years 11 and 12. You will use this information to begin exploring the jobs or careers you are interested in and then choose the subjects and courses that will enable you to achieve a QCE and work towards your goals.

When choosing subjects, it is important for students to consider the subjects that:

- they enjoy
- they will achieve well in
- meet the prerequisites for future study or employment
- provide the kind of educational program the student and family values

In the new QCE system, a process of inter-subject scaling will occur to allow performances to be compared across all subjects. 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. The students for whom subject-scaling might play a role in decision making are those who can reasonably expect to achieve highly in the subjects they are considering. In this instance, the student can maximise outcomes by choosing the higher scaling subjects.

Once students have made their initial selections, the 2019 timetable will be prepared. Staffing and resource constraints oblige us to remove those courses which are not sufficiently supported by student selection. All students affected will then be asked to reselect from those courses that are offered. Please note that the school limits the size of classes; therefore, a change of subject may not be possible if the class is full or on a different line in the timetable.

Religious and Values Education will be delivered through a series of masterclasses. This will take the form of workshops where students will participate in a variety of seminars exploring relevant and contemporary issues. Attendance at these masterclasses is compulsory.

If students or parents have any questions in relation to the information contained in this Curriculum Handbook or the subject selection process, please contact the Dean of Pedagogy, Mrs Jo Butterworth, the Careers Counsellor, Ms Elizabeth Johnston, or the relevant Head of Faculty. Contact numbers are recorded at the back of this Handbook.

## Guidelines for subject selection

Students will choose one of the following QCE pathways:

- *Australian Tertiary Admissions Rank (ATAR) pathway* - students selecting this pathway must select six General subjects. All students must select at least one subject from the English discipline.
- *Portfolio pathway* – students selecting this pathway are not eligible for an ATAR. All students must select three General subjects, including one subject from the English discipline.

### **Pathway option 1: Australian Tertiary Admissions Rank (ATAR) pathway**

The ATAR will be the primary mechanism used for school leavers seeking entrance to tertiary study in Queensland. The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating ATARs. The calculation of an ATAR will be based on a student's best five General subject results. Results in General subjects also contribute to the award of a QCE.

For the ATAR pathway, six General subjects must be selected from the following groups:

- Group A**      **Choose at least one subject:**  
English; Literature; English as an Additional Language
- Group B**      **Choose a minimum of 3 and a maximum of 5 subjects:**  
Chemistry; Economics; Mathematical Methods; Specialist Mathematics; Physics; Digital Solutions; French; Music; Chinese; Modern History; Ancient History; Biology
- Group C**      **Choose a minimum of 0 and a maximum of 2 subjects:**  
Accounting; Drama; Geography; General Mathematics; Visual Art; Physical Education; Legal Studies; Design

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a C in one of four subjects — English, Literature, English and Literature Extension or English as an Additional Language. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Extension subjects are extensions of the related General subjects. Music Extension and English and Literature Extension will be offered to students after the completion of Units 1 and 2.

It is strongly recommended that students select a subject from the Mathematics discipline, given the importance of numeracy skills in the workplace and future economy. Any student who does not select a Mathematics will be required to complete a numeracy short course to remain eligible for a QCE.

### **Pathway option 2: Portfolio pathway**

The portfolio pathway gives students qualifications that allow access to work, apprenticeship and study options. A wide variety of institutions, including universities and TAFE, publish information about VET courses they accept as entry qualifications. Students selecting the Portfolio pathway will be eligible for a QCE. Ms Naomi Holley (Head of Faculty - Business & Pathways) and Ms Elizabeth Johnston can assist girls in planning this pathway.

- Group A**      **Choose one subject:**  
English; English as an Additional Language
- Group B**      **Choose a minimum of 1 or a maximum of 2 Diplomas:**  
Diploma of Business; Diploma of Project Management
- Group C**      **Choose 2 ATAR subjects from groups B & C (see above)**
- Group D**      **Special Project – a school-based program will be offered to provide additional access to work, apprenticeship and study options.**

## **The Process for Online Subject Selection**

In Term 2 the Year 10 students will engage in a Transition Day to learn about the new QCE system and the subject selection process. On this day, each Head of Faculty will provide information about the curriculum details and requirements of each senior subject. Students will have the opportunity to ask questions about the subjects they may be interested in pursuing next year.

The School will conduct a Parent Information Evening on Monday 6 August. This event will incorporate a Subject Expo where parents and students can speak with staff about subject offerings and a Careers Expo which includes displays from a range of tertiary institutions.



Following the Information Evening, students will be required to select their subjects through the online process outlined below.

1. Students will be emailed with their **Web Preferences Access Guide** to be used when selecting 2019 subjects online. Please note this is the only method through which subject preferences will be received.
2. This instruction sheet will include an individual **Student Access Code** and **Password**. The Head of Year will also have a copy of each student's **Access Code** and **Password**.
3. The girls will have three opportunities to change their preferences but the final selection must be completed by **Friday 10 August 4.00pm**.

If there are any difficulties with the online process please contact Jodi Fisher-Grimshaw on 3862 0771.

## Senior Education Profile

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

- statement of results
- Queensland Certificate of Education (QCE)

For more information about the SEP see: [www.qcaa.qld.edu.au/senior/certificates-qualifications/sep](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).

### Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

### Queensland Certificate of Education (QCE)

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

To meet the requirements for a QCE, students must:

- accrue 20 credits from contributing courses of study
- accrue at least 12 credits from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.
- meet the literacy and numeracy requirement.

VET courses of study will accrue credit as results are reported, provided they meet all other QCE requirements. Certificates in the Core category of learning (II, III, IV) will accrue QCE credit at increments of 25%, 50%, 75% and completion. Certificate I qualifications are in the Preparatory category of learning and accrue credit on completion. VET courses of study in the Complementary category of learning (Diploma and Advanced Diploma qualifications) will accrue one QCE credit for each unit of competency reported as competent, up to eight credits (within VET credit rules).

### 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.

For more information about the ACSF see: <https://www.education.gov.au/australian-core-skills-framework> .

### **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.

## **Career planning and tertiary study**

### **My Path**

My Path is a free online tool QTAC has specifically designed to simplify planning for further study. My Path allows students to achieve 3 key activities:

1. Explore their capabilities and options for further study
2. Check senior subjects meet prerequisites for courses they are interested in
3. Check ATAR eligibility against their chosen subjects

Students will be introduced to My Path on the Year 10 Transition Day. To enable students to explore their options, My Path has been set up to ask a series of questions relating to the students' strengths and interests. My Path then identifies capabilities which best suit the individual student, and from there, courses fitting with these capabilities can be explored. Students can then cross check courses they are interested in with senior subjects their specific school offers. They can also select subjects and see whether they are meeting prerequisites and are on track for an ATAR. Students will be provided with individual log-in details in Term 2.

The best part about My Path is that students are free to explore thousands of different course options. The most up-to-date tertiary prerequisite information is available by accessing the prerequisite PDF's that are located on the My Path web page. They have prerequisites for all QTAC courses by institution. These documents include details on prerequisites, assumed knowledge and recommended study for courses starting 2021. For further information, go to [qtac.edu.au](http://qtac.edu.au) or please speak to Ms Elizabeth Johnston, Careers Counsellor.

## **Glossary of Terms**

### **Assumed Knowledge**

Assumed knowledge is the minimum grade in senior studies (or equivalent) considered necessary for successful first year tertiary study. Students lacking the assumed level of knowledge are not prevented from enrolling; however, they may be disadvantaged unless they undertake recommended bridging, preparatory, or appropriate introductory subjects prior to, or during, their first year of study.

### **Prerequisites**

Prerequisites are entry requirements (ie audition, senior subjects, portfolios) you must meet before you are considered for entry. Subject prerequisites are subjects you must complete and achieve a specified result before you are considered for entry. The most common prerequisite is English (Units 3 & 4, C) which means you must study English and achieve a grade of C or higher in Units 3 & 4.

### **Queensland Tertiary Admissions Centre (QTAC)**

QTAC acts on behalf of universities, TAFE institutes and some private organisations to publish course information and to receive and process tertiary course applications.



### **Recommended Subjects**

Subjects recommended in order to undertake a course successfully. These subjects, are desirable, but are not entry requirements and do not affect applicant selection.

### **School-Based Apprenticeships and Traineeships**

School-based apprenticeships and traineeships provide students with the opportunity to complete, or work towards the completion of, nationally recognised VET qualifications whilst still at school. The qualifications, ranging from Certificate II to Advanced Diplomas, involve structured training combined with practical work experience.

### **Vocational Education and Training (VET)**

Vocational Education and Training courses may be studied by students selecting the *Portfolio pathway*. Student achievement is based on industry-endorsed competency standards. Successful completion of VET modules or whole courses may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations

### **Summative Assessment**

Subject results in General subjects will be based on student achievement in four summative assessments — three internal assessments and one external assessment that QCAA sets and marks. For most General subjects, the internal assessment will contribute 75% to the final subject result, except in mathematics and science subjects, where it will contribute 50%. External assessment will be in all General subjects, but it will not be used to scale a student's internal assessment result. Instead, the external assessment result will be added to the internal assessment result to arrive at a final subject result.

### **Formative Assessment**

Results are not used for the calculation of an ATAR but rather are designed to allow students the opportunity to develop their skills and understanding.

# General syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

### Extension syllabuses course overview

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

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

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

## Assessment

### Units 1 and 2 assessments

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

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

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

### Units 3 and 4 assessments

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

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

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

### **Instrument-specific marking guides**

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

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

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

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

### **External assessment**

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

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

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

## **Short Courses**

### **Course overview**

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

At St Margaret's Short Courses are available in Numeracy.

### **Assessment**

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment. The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

# QCAA senior syllabuses

Mathematics	
General	<ul style="list-style-type: none"> <li>• General Mathematics</li> <li>• Mathematical Methods</li> </ul>
	<ul style="list-style-type: none"> <li>• Specialist Mathematics</li> </ul>
	Short Course <ul style="list-style-type: none"> <li>• Numeracy</li> </ul>
English	
General	<ul style="list-style-type: none"> <li>• English</li> <li>• English as an Additional Language</li> <li>• Literature</li> </ul>
	<ul style="list-style-type: none"> <li>• English &amp; Literature Extension</li> </ul>
Sociocultural	
General	<ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Geography</li> </ul>
	<ul style="list-style-type: none"> <li>• Modern History</li> </ul>
Health and Physical Education	
General	<ul style="list-style-type: none"> <li>• Physical Education</li> </ul>
Science and Technology	
General	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> </ul>
	<ul style="list-style-type: none"> <li>• Digital Solutions</li> <li>• Physics</li> </ul>
Global Studies	
General	<ul style="list-style-type: none"> <li>• French</li> <li>• Chinese</li> </ul>
	<ul style="list-style-type: none"> <li>• Economics</li> <li>• Accounting</li> <li>• Legal Studies</li> </ul>
The Arts	
General	<ul style="list-style-type: none"> <li>• Design</li> <li>• Drama</li> <li>• Music</li> </ul>
	<ul style="list-style-type: none"> <li>• Music Extension</li> <li>• Visual Art</li> </ul>

# General Mathematics

## General senior subject

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

### Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

### Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

### Structure

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

**Assessment**

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Problem-solving and modelling task	10%	Formative internal assessment 3 (FIA3): Problem-solving and modelling task	10%
Formative internal assessment 2 (FIA2): Examination	30%	Formative internal assessment 4 (FIA4): Examination	50%

**Summative assessments**

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



# Mathematical Methods

## General senior subject

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

## Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1):	10%	Formative internal assessment 3 (FIA3):	10%
Problem-solving and modelling task		Problem-solving and modelling task	
Formative internal assessment 2 (FIA2):	30%	Formative internal assessment 4 (FIA4):	50%
Examination		Examination	

## Summative assessments

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

# 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 practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

### Pathways

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

### Objectives

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

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

### Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<b>Combinatorics, vectors and proof</b> Combinatorics Vectors in the plane Introduction to proof	<b>Complex numbers, trigonometry, functions and matrices</b> Complex numbers 1 Trigonometry and functions Matrices	<b>Mathematical induction, and further vectors, matrices and complex numbers</b> Proof by mathematical induction Vectors and matrices Complex numbers 2	<b>Further statistical and calculus inference</b> Integration and applications of integration Rates of change and differential equations Statistical inference

## Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Problem-solving and modelling task	10%	Formative internal assessment 3 (FIA3): Problem-solving and modelling task	10%
Formative internal assessment 2 (FIA2): Examination	30%	Formative internal assessment 4 (FIA4): Examination	50%

## Summative assessments

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

# Numeracy

## Short Course

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

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

### Pathways

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

### Objectives

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

### Structure and assessment

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: <ul style="list-style-type: none"><li>• an extended response — oral mathematical presentation (Internal assessment 1A)</li><li>• a student learning journal (Internal assessment 1B).</li></ul>	One assessment consisting of two parts: <ul style="list-style-type: none"><li>• an examination — short response (Internal assessment 2A)</li><li>• a student learning journal (Internal assessment 2B).</li></ul>

# English

## General senior subject

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

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

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

### Pathways

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

### Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspectives and texts</b> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts	<b>Texts and culture</b> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts	<b>Textual connections</b> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts	<b>Close study of literary texts</b> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

## Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1):	25%	Formative internal assessment 3 (FIA3):	25%
Examination – analytical written		Extended response: persuasive spoken	
Formative internal assessment 2 (FIA2):	25%	Formative internal assessment 4 (FIA4):	25%
Extended response – written response		Extended response: imaginative written response	

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
Extended response — written response for a public audience		Extended response — imaginative written response	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
Extended response — persuasive spoken response		Examination — analytical written response	

# English as an Additional Language

## General senior subject

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language, text and culture</b> Examining and shaping representations of culture in texts Responding to a variety of media and literary texts Creating analytical and persuasive texts	<b>Perspectives in texts</b> Examining and shaping perspectives in texts Responding to literary texts, including a focus on Australian texts Creating imaginative and analytical texts	<b>Issues, ideas and attitudes</b> Exploring representations of issues, ideas and attitudes in texts Responding to literary and persuasive texts Creating analytical and persuasive texts	<b>Close study of literary texts</b> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

## Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Extended response: persuasive written	25%	Formative internal assessment 3 (FIA3): Extended response: imaginative spoken	25%
Formative internal assessment 2 (FIA2): Examination – analytical written	25%	Formative internal assessment 4 (FIA4): Examination – analytical written response	25%

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination – analytical written response	25%	Summative internal assessment 3 (IA3): Extended response – imaginative spoken/multimodal response	25%
Summative internal assessment 2 (IA2): Extended response – persuasive written response	25%	Summative external assessment (EA): Examination – analytical extended response	25%

# 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

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Introduction to literary studies</b> Ways literary texts are received and responded to How textual choices affect readers Creating analytical and imaginative texts	<b>Texts and culture</b> Ways literary texts connect with each other — genre, concepts and contexts Ways literary texts connect with each other — style and structure Creating analytical and imaginative texts	<b>Literature and identity</b> Relationship between language, culture and identity in literary texts Power of language to represent ideas, events and people Creating analytical and imaginative texts	<b>Independent explorations</b> Dynamic nature of literary interpretation Close examination of style, structure and subject matter Creating analytical and imaginative texts

## Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination – analytical written response	25%	Formative internal assessment 3 (FIA3): Extended response: imaginative written response	25%
Formative internal assessment 2 (FIA2): Extended response: imaginative spoken/multimodal response	25%	Formative internal assessment 4 (FIA4): Examination: analytical written response	25%

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — analytical written response	25%	Summative internal assessment 3 (IA3): Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): Extended response — imaginative spoken/multimodal response	25%	Summative external assessment (EA): Examination — analytical written response	25%

# English & Literature Extension

## General senior subject

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

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



## Assessment

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

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

# Accounting

## General senior subject

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Real world accounting</b> Accounting for a service business — cash, accounts receivable, accounts payable and no GST End-of-month reporting for a service business	<b>Management effectiveness</b> Accounting for a trading GST business End-of-year reporting for a trading GST business	<b>Monitoring a business</b> Managing resources for a trading GST business — non-current assets Fully classified financial statement reporting for a trading GST business	<b>Accounting — the big picture</b> Cash management Complete accounting process for a trading GST business Performance analysis of a listed public company

**Assessment**

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1):	25%	Formative internal assessment 3 (FIA3):	25%
Examination- Short Response		Examination-Short Response	
Formative internal assessment 2 (FIA2):	25%	Formative internal assessment 4 (FIA4):	25%
Examination - Combination Response		Project	

**Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
Examination — combination response		Project — cash management	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
Examination — short response		Examination — short response	

# 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, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

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

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

### Pathways

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

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the ancient world</b>  Digging up the past Ancient societies — burial practices.	<b>Personalities in their time</b>  Hatshepsut  Akhenaten	<b>Reconstructing the ancient world</b>  Fifth Century Athens (BCE)  Philip II and Alexander III of Macedon	<b>People, power and authority</b>  Ancient Rome — Civil War and the breakdown of the Republic  Augustus

## Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1):	25%	Formative internal assessment 3 (FIA3):	25%
Examination: short responses to historical sources		Examination: essay in response to historical sources	
Formative internal assessment 2 (FIA2):	25%	Formative internal assessment 4 (FIA4):	25%
Investigation: independent source investigation		Investigation: historical essay based on research	

## Summative assessments

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

# Economics

## General senior subject

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

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

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

### Pathways

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

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

### Objectives

- By the conclusion of the course of study, students will:
- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Markets and models</b> The basic economic problem Economic flows Market forces	<b>Modified markets</b> Markets and efficiency Case options of market measures and strategies	<b>International economics</b> The global economy International economic issues	<b>Contemporary macroeconomics</b> Macroeconomic objectives and theory Economic management

**Assessment**

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1):	33%	Formative internal assessment 3 (FIA3):	34
Examination - Combination Response		Examination - Extended Response to Stimulus	
Formative internal assessment 2 (FIA2):	33%		
Investigation - Research Report			

**Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
Examination — combination response		Examination — extended response to stimulus	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
Investigation — research report		Examination — combination response	

# Geography

## General senior subject

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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



**Assessment**

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination — combination response	25%	Formative internal assessment 3 (FIA3): Examination — combination response	25%
Formative internal assessment 2 (FIA2): Investigation: report	25%	Formative internal assessment 4 (FIA4): Investigation: Field report	25%

**Summative assessments**

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — combination response	25%	Summative internal assessment 3 (IA3): Investigation — data report	25%
Summative internal assessment 2 (IA2): Investigation — field report	25%	Summative external assessment (EA): Examination — combination response	25%

# Legal Studies

## General senior subject

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Beyond reasonable doubt</b> Legal foundations Criminal investigation process Criminal trial process Punishment and sentencing	<b>Balance of probabilities</b> Civil law foundations Contractual obligations Negligence and the duty of care	<b>Law, governance and change</b> Governance in Australia Law reform within a dynamic society	<b>Human rights in legal contexts</b> Human rights The effectiveness of international law Human rights in Australian contexts

## Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1):	33%	Formative internal assessment 3 (FIA3):	34%
Examination — combination response		Examination — Argumentative Essay	
Formative internal assessment 2 (FIA2):	33%		
Investigation: Inquiry report			

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
Examination — combination response		Investigation — argumentative essay	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
Investigation — inquiry report		Examination — combination response	

# Modern History

## General senior subject

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

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

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

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

### Pathways

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

### Objectives

- By the conclusion of the course of study, students will:
- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b>  Australian Frontier Wars, 1788–1930s  Russian Revolution, 1905–1920s	<b>Movements in the modern world</b>  Women’s movement since 1893  Anti-apartheid movement in South Africa, 1948–1991	<b>National experiences in the modern world</b>  Germany, 1914–1945  United States of America, 1917–1945	<b>International experiences in the modern world</b>  Australian engagement with Asia since 1945  Search for collective peace and security since 1815

## Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1):  Examination — short responses to historical sources	25%	Formative internal assessment 3 (FIA3):  Examination — essay in response to historical sources	25%
Formative internal assessment 2 (FIA2):  Investigation: historical essay based on research	25%	Formative internal assessment 4 (FIA4):  Investigation: independent source investigation	25%

## Summative assessments

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

# Design

## General senior subject

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

### Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

### Objectives

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Design in practice</b> Experiencing design Design process Design styles	<b>Commercial design</b> Explore — client needs and wants Develop — collaborative design	<b>Human-centred design</b> Designing with empathy	<b>Sustainable design</b> Explore — sustainable design opportunities Develop — redesign

**Assessment**

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination — Design Challenge	15%	Formative internal assessment 3 (FIA3): Examination — Design Challenge	25%
Formative internal assessment 2 (FIA2): Project	35%	Formative internal assessment 4 (FIA4): Project	25%

**Summative assessments**

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

# 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

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

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

### Structure

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



## Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Investigation	20%	Formative internal assessment 3 (FIA3): Project	25%
Formative internal assessment 2 (FIA2): Project	30%	Formative internal assessment 4 (FIA4): Examination	25%

## Summative assessments

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

# Physical Education

## General senior subject

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

### Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

### Objectives

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

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Motor learning, functional anatomy, biomechanics and physical activity</b> Motor learning integrated with a selected physical activity Functional anatomy and biomechanics integrated with a selected physical activity	<b>Sport psychology, equity and physical activity</b> Sport psychology integrated with a selected physical activity Equity — barriers and enablers	<b>Tactical awareness, ethics and integrity and physical activity</b> Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity Ethics and integrity	<b>Energy, fitness and training and physical activity</b> Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

## Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination — combination response	25%	Formative internal assessment 3 (FIA3): Project – folio	30%
Formative internal assessment 2 (FIA2): Project – folio	25%	Formative internal assessment 4 (FIA4): Investigation: report	20%

## Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Project - Folio	25%	Summative internal assessment 3 (IA3): Project — folio	30%
Summative internal assessment 2 (IA2): Investigation – Report	20%	Summative external assessment (EA): Examination – Combination response	25%

# 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> Cells as the basis of life Multicellular organisms	<b>Maintaining the internal environment</b> Homeostasis Infectious diseases	<b>Biodiversity and the interconnectedness of life</b> Describing biodiversity Ecosystem dynamics	<b>Heredity and continuity of life</b> DNA, genes and the continuity of life Continuity of life on Earth

## Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Data Test	10%	Formative internal assessment 3 (FIA3): Research Task	20%
Formative internal assessment 2 (FIA2): Student Experiment	20%	Formative internal assessment 4 (FIA4): Examination	50%

## Summative assessments

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

# Chemistry

## General senior subject

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

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

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

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

### Pathways

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

### Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Chemical fundamentals — structure, properties and reactions</b> Properties and structure of atoms Properties and structure of materials Chemical reactions —reactants, products and energy change	<b>Molecular interactions and reactions</b> Intermolecular forces and gases Aqueous solutions and acidity Rates of chemical reactions	<b>Equilibrium, acids and redox reactions</b> Chemical equilibrium systems Oxidation and reduction	<b>Structure, synthesis and design</b> Properties and structure of organic materials Chemical synthesis and design

## Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Data Test	10%	Formative internal assessment 3 (FIA3): Student Experiment	20%
Formative internal assessment 2 (FIA2): Research Task	20%	Formative internal assessment 4 (FIA4): Examination	50%

## Summative assessments

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

# 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 scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

### Pathways

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

### Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Thermal, nuclear and electrical physics</b> Heating processes Ionising radiation and nuclear reactions Electrical circuits	<b>Linear motion and waves</b> Linear motion and force Waves	<b>Gravity and electromagnetism</b> Gravity and motion Electromagnetism	<b>Revolutions in modern physics</b> Special relativity Quantum theory The Standard Model



## Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Data Test	10%	Formative internal assessment 3 (FIA3): Research Task	20%
Formative internal assessment 2 (FIA2): Student Experiment	20%	Formative internal assessment 4 (FIA4): Examination	50%

## Summative assessments

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

# Chinese

## General senior subject

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 <b>My world</b> Family/carers and friends Lifestyle and leisure Education	探索世界 <b>Exploring our world</b> Travel Technology and media The contribution of Chinese culture to the world	社会现象 <b>Our society</b> Roles and relationships Socialising and connecting with my peers Individuals in society	我的未来 <b>My future</b> Finishing secondary school, plans and reflections Responsibilities and moving on

## Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Examination - Short Response to Stimulus	15%	Formative internal assessment 3 (FIA3): Extended Response to Stimulus	30%
Formative internal assessment 2 (FIA2): Examination - Combination Response	30%	Formative internal assessment 4 (FIA4): Examination - Combination Response	25%

## Summative assessments

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

# French

## General senior subject

French provides students with the opportunity to reflect on their understanding of the French 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 French-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 French can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ma vie</b> <b>My world</b> Family/carers and friends Lifestyle and leisure Education	<b>L'exploration du monde</b> <b>Exploring our world</b> Travel Technology and media The contribution of French culture to the world	<b>Notre société</b> <b>Our society</b> Roles and relationships Socialising and connecting with my peers Groups in society	<b>Mon avenir</b> <b>My future</b> Finishing secondary school, plans and reflections Responsibilities and moving on

**Assessment**

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1):	15%	Formative internal assessment 3 (FIA3):	30%
Examination - Short Response to Stimulus		Extended Response to Stimulus	
Formative internal assessment 2 (FIA2):	30%	Formative internal assessment 4 (FIA4):	25%
Examination - Combination Response		Examination - Combination Response	

**Summative assessments**

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

# Drama

## General senior subject

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

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

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

### Pathways

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

### Objectives

By the conclusion of the course of study, students will:  
demonstrate an understanding of dramatic languages

- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Share</b> How does drama promote shared understandings of the human experience? cultural inheritances of storytelling oral history and emerging practices a range of linear and non-linear forms	<b>Reflect</b> How is drama shaped to reflect lived experience? Realism, including Magical Realism, Australian Gothic associated conventions of styles and texts	<b>Challenge</b> How can we use drama to challenge our understanding of humanity? Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre associated conventions of styles and texts	<b>Transform</b> How can you transform dramatic practice? Contemporary performance associated conventions of styles and texts inherited texts as stimulus

## Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Project – dramatic concept	20%	Formative internal assessment 3 (FIA3): Performance	20%
Formative internal assessment 2 (FIA2): Examination – extended response	25%	Formative internal assessment 4 (FIA4): Project – practice-led project	35%

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Performance	20%	Summative internal assessment 3 (IA3): Project — practice-led project	35%
Summative internal assessment 2 (IA2): Project — dramatic concept	20%		
Summative external assessment (EA): 25%			
Examination — extended response			

# 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

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<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**

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Performance	20%	Formative internal assessment 3 (FIA3): Integrated Project	35%
Formative internal assessment 2 (FIA2): Composition	20%	Formative internal assessment 4 (FIA4): Examination - Extended Response	25%

**Summative assessments**

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

# Music Extension (Composition, Musicology or Performance specialisation)

## General senior subject

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

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

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

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

## Pathways

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

## Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices, manipulate music elements and concepts, resolve music ideas (Composition specialisation)
- Analyse music, investigate music and synthesise information (Musicology specialisation)
- Apply technical skills, interpret music elements and concepts, realise music ideas (Performance specialisation)

## Structure

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

## Assessment

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

### Summative assessments

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

# Visual Art

## General senior subject

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Art as lens</b> Through inquiry learning, the following are explored: Concept: lenses to explore the material world Contexts: personal and contemporary Focus: People, place, objects Media: 2D, 3D, and time-based	<b>Art as code</b> Through inquiry learning, the following are explored: Concept: art as a coded visual language Contexts: formal and cultural Focus: Codes, symbols, signs and art conventions Media: 2D, 3D, and time-based	<b>Art as knowledge</b> Through inquiry learning, the following are explored: Concept: constructing knowledge as artist and audience Contexts: contemporary, personal, cultural and/or formal Focus: student-directed Media: student-directed	<b>Art as alternate</b> Through inquiry learning, the following are explored: Concept: evolving alternate representations and meaning Contexts: contemporary and personal, cultural and/or formal Focus: continued exploration of Unit 3 student-directed focus Media: student-directed

## Assessment

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

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): Inquiry based investigation Folio	15%	Formative internal assessment 3 (FIA3): Project - folio and reflection	25%
Formative internal assessment 2 (FIA2): Project - folio and reflection	25%	Formative internal assessment 4 (FIA4): Examination	35%

## Summative assessments

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

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