



Citipointe
Christian College

SECONDARY SUBJECTS INFORMATION

Years 11-12

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CHRISTIAN STUDIES

General Senior Subject

Christian Worldview Rationale

Christian Studies is not simply the study of religions. Rather, it is a subject in which students can come up close to the person of Jesus Christ as revealed in the Scriptures. The goal of this subject is not just to inform students, but for students to be transformed by the living Word, expressed through challenging and compassionate teaching staff. To this end, Christian Studies is a vital part of each student's education at the College, as it has eternal value. 'For physical training is of some value, but godliness has value for all things, holding promise for both the present life and the life to come.' – 1 Timothy 4:8. As students have a revelation of God's love and desire for reconciliation with Him, they will be equipped to move forward into the fulfilling and fruitful life that He has planned for them. This is the goal of Christian Studies.

Course Outline

Christian Studies is an integral part of each student's studies from Year 7-12, and is a mandatory subject. Students participate in one Christian Studies lesson each week, which may take the form of a class lecture, round-table discussion, or group-based activity. Senior Christian Studies classes run concurrently, enabling a variety of teaching styles including team-teaching or whole-cohort lectures or seminars.

As students approach their final years of school, they tend to start questioning the faith they may have taken for granted in the past. With this in mind, senior Christian Studies teachers approach each lesson from the ground up, understanding that many students have not committed to the Christian faith and are still on their own faith journey. There is no compulsion on students to necessarily agree with the Christian culture they experience at the College, and this 'room to move' allows students to engage in healthy discussions and debates with teachers and peers.

The senior Christian Studies curriculum is prepared and presented so as to encourage students to grapple with concepts and to challenge themselves and others, developing a more solid understanding of the Christian faith and thus being in a better position to choose Jesus Christ.

Objectives

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

- learn to read, understand and apply the Biblical truth to their lives
- develop knowledge and understanding of the life and teachings of Jesus, appreciate the significance of his death and resurrection, and consider their own response to the message of the Gospel
- critically evaluate a range of contemporary worldviews and practices in the light of a Christian worldview
- explore the relationship between faith and behaviour as they explore a range of personal and public ethical issues,
- have the opportunity to grow in their personal knowledge of God, and relationship with Him through Jesus Christ

Structure

UNIT 1

Core Doctrines of
Christianity

UNIT 2

Christian Ethics

UNIT 3

Contemporary Worldviews

UNIT 4

The Reason for God

DANCE

General Senior Subject

Christian Worldview Rationale

Dance embodies the very nature of our Creator God. Being made in His image, we too have immense capacity for creativity. Developing our creativity and dance skills with excellence and discipline mirrors the very heart of God and brings Him glory. Dance has the capacity to express what words often fail to and therefore has the power to be used as a ministry tool, incorporating the whole person: body, soul, mind and spirit. Dance, from the beginning of time has been utilised by every ancient culture as an integral form of worship. As Christians we have a responsibility to develop our gifts and talents to be used for both worship of and the Glory of God.

Course Outline

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

Pathways

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

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

Objectives

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

Structure

UNIT 1

Moving bodies

How does dance communicate meaning for different purposes and in different contexts?

UNIT 2

Moving through environments

How does the integration of the environment shape dance to communicate meaning?

UNIT 3

Moving statements

How is dance used to communicate viewpoints?

UNIT 4

Moving my way

How does dance communicate meaning for me?

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 20%

- Performance

Summative internal assessment 2 (IA2): 20%

- Choreography

UNIT 4

Summative internal assessment 3 (IA3): 35%

- Project — dance work

Summative external assessment (EA): 25%

- Examination — extended response

DRAMA

General Senior Subject

Christian Worldview Rationale

Our God is a creative God who has made man in His image. Each person has been blessed with the ability to exercise creativity in various ways. Studying Drama at a senior level equips students with the opportunity to refine God given talent. During the course of senior study, Drama students also study a myriad of worldviews. By giving students the opportunity to explore different worldviews, a healthy level of questioning may be achieved. It is our desire to build a firm foundation of faith whereby students accept Christ as their Saviour. The Drama program allows students to explore their faith and establish a strong identity.

Course Outline

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will 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. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

Pathways

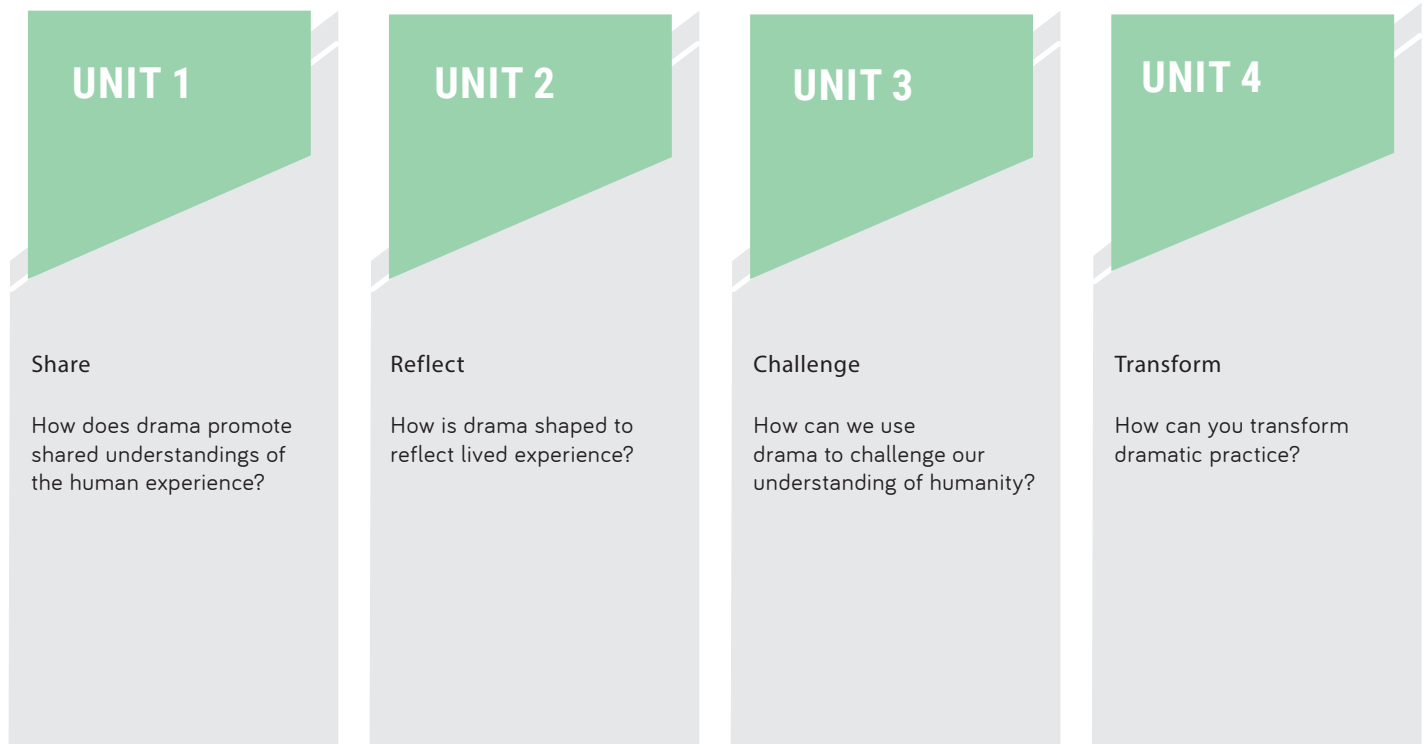
A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Objectives

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

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

Structure



Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 20%

- Performance

Summative internal assessment 2 (IA2): 20%

- Dramatic concept

UNIT 4

Summative internal assessment 3 (IA3): 35%

- Practice-led project

Summative external assessment (EA): 25%

- Examination — extended response

FILM, TELEVISION & NEW MEDIA

General Senior Subject

Christian Worldview Rationale

The course acknowledges that all images in the media are contrived and controlled by the industry. We attempt to empower our students to view all elements of the media from a Christian viewpoint. Students are required to view a range of TV and film texts, from Children's TV shows to M15+ films. All texts are discussed to draw out the positive elements and negative areas are reflected on using Christian principles. The course also intends to empower young Christians to use film and television as a powerful positive tool in the mainstream media industry.

Course Outline

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

Pathways

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

Objectives

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

Structure

UNIT 1

Foundation

- Technologies
- Institutions
- Languages

UNIT 2

Stories

- Representations
- Audiences
- Languages

UNIT 3

Participation

- Technologies
- Audiences
- Institutions

UNIT 4

Artistry

- Technologies
- Representations
- Languages

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 15%

- Case study investigation

Summative internal assessment 2 (IA2): 25%

- Multi-platform content project

UNIT 4

Summative internal assessment 3 (IA3): 35%

- Stylistic production

Summative external assessment (EA): 25%

- Examination — extended response

MUSIC

General Senior Subject

Christian Worldview Rationale

God is a God of order and design, yet creative with a desire to create objects of beauty. Creative by His very being, He put all the laws of physics in place for the world to be created in all its glory as we know it today. Proverbs 3:19 states: By wisdom the Lord laid the earth's foundations, by understanding he set the heavens in place; by his knowledge the deeps were divided and the clouds let drop the dew. God also made us in His image – we are creative beings to our very core. Zephaniah 3:17 states: The Lord thy God in the midst of thee is mighty. He will rejoice over thee with singing! We express our passions and deep emotions through music. Design and creativity are inseparable and in Music, students learn to develop both these traits to give expression to their creative thoughts.

Course Outline

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

Objectives

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

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

Structure

UNIT 1

Designs

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?

UNIT 2

Identities

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?

UNIT 3

Innovations

Through inquiry learning, the following is explored:

How do musicians incorporate innovative music practices to communicate meaning when performing and composing?

UNIT 4

Narratives

Through inquiry learning, the following is explored:

How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 20%

- Performance

Summative internal assessment 2 (IA2): 20%

- Composition

UNIT 4

Summative internal assessment 3 (IA3): 35%

- Project

Summative external assessment (EA): 25%

- Examination - extended response

MUSIC EXTENSION

General Senior Subject (YEAR 12 ONLY)

Christian Worldview Rationale

God is a God of order and design, yet creative with a desire to create objects of beauty. Creative by His very being, He put all the laws of physics in place for the world to be created in all its glory as we know it today. Proverbs 3:19 states: By wisdom the Lord laid the earth's foundations, by understanding he set the heavens in place; by his knowledge the deeps were divided and the clouds let drop the dew. God also made us in His image – we are creative beings to our very core. Zephaniah 3:17 states: The Lord thy God in the midst of thee is mighty. He will rejoice over thee with singing! We express our passions and deep emotions through music. Design and creativity are inseparable and in Music, students learn to develop both these traits to give expression to their creative thoughts.

Course Outline

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students 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 realise music ideas in their performances.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities.

Students develop transversal skills, becoming adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

Pathways

A course of study in Music can establish a basis for A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

Objectives

Common objectives

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

- analyse music
- apply literacy skills
- evaluate music.

Specialist objectives

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

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

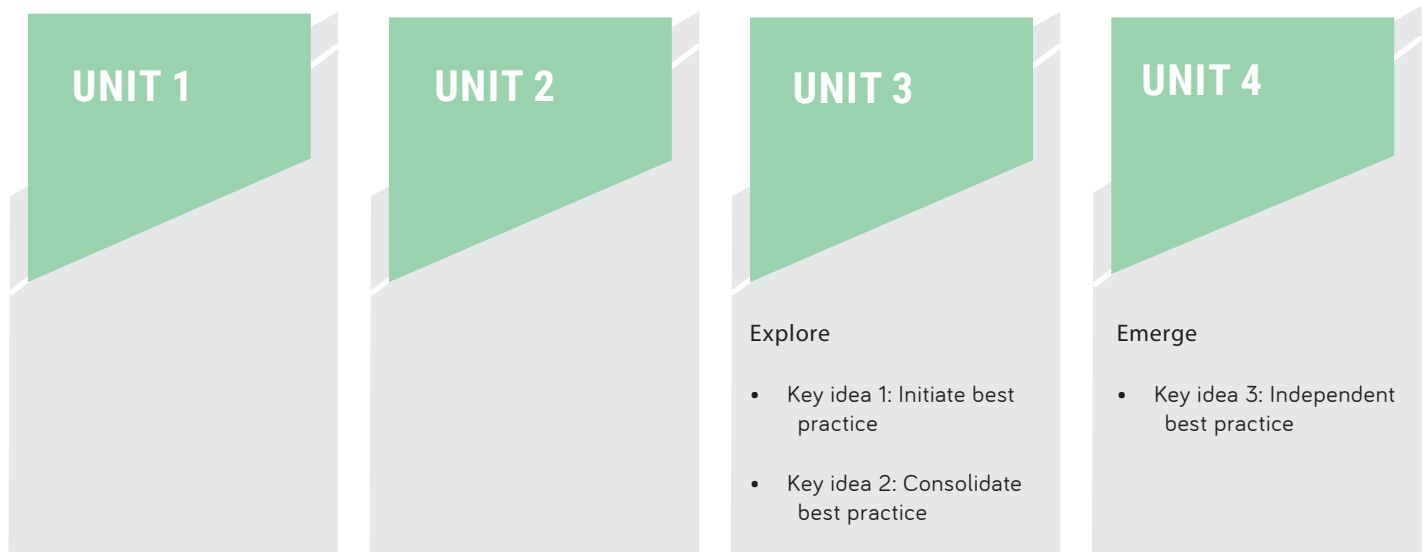
By the conclusion of the course of study, in addition to the common objectives, students who specialise in **musicology** will also:

- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information.

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

- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Structure



Assessment

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

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

SUMMATIVE ASSESSMENT (COMPOSITION, MUSICOLOGY, PERFORMANCE)

UNIT 3

Summative internal assessment 1 (IA1): 20%

- Composition 1 (Composition)
- Investigation 1 (Musicology)
- Performance 1 (Performance)

Summative internal assessment 2 (IA2): 20%

- Composition 2 (Composition)
- Investigation 2 (Musicology)
- Performance 2 (Performance)

UNIT 4

Summative internal assessment 3 (IA3): 35%

- Composition Project (Composition)
- Musicology Project (Musicology)
- Performance Project (Performance)

Summative external assessment (EA): 25%

- Examination - extended response (Composition, Musicology, Performance)

VISUAL ART

General Senior Subject

Christian Worldview Rationale

God is the original artist. Art can be used as a vehicle for personal transformation, equipping students with the skills and discernment necessary to communicate God's truth. Acknowledging God-given creativity and skills as a legitimate form of worship and celebrating God's presence in the world.

Course Outline

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

Pathways

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, 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 influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

Structure

UNIT 1

Art as lens

- Concept: lenses to explore the material world
- Contexts: personal and contemporary
- Focus: People, place, objects

UNIT 2

Art as code

- Concept: art as a coded visual language
- Contexts: formal and cultural
- Focus: Codes, symbols, signs and art conventions

UNIT 3

Art as knowledge

- Concept: constructing knowledge as artist and audience
- Contexts: contemporary, personal, cultural and/or formal
- Focus: student-directed

UNIT 4

Art as alternate

- Concept: evolving alternate representations and meaning
- Contexts: contemporary and personal, cultural and/or formal
- Focus: student-directed

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 20%

- Investigation — inquiry phase 1

Summative internal assessment 2 (IA2): 25%

- Project — inquiry phase 2

UNIT 4

Summative internal assessment 3 (IA3): 30%

- Project — inquiry phase 3

Summative external assessment (EA): 25%

- Examination - extended response

ACCOUNTING

General Senior Subject

Christian Worldview Rationale

We begin this course by examining systems. God has created multiple systems, and likewise, Accounting exists as a system of its own, within many other systems, each having a direct effect on the other.

In addition to developing an awareness of social, ethical, legal and professional responsibilities, studies of Accounting Standards across the course provides opportunities to focus on integrity and its role in any professional career.

Students develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

They consider business practices and the role of Accountants from a Christian viewpoint, in order that personal integrity will remain uncompromised, and God may be glorified.

Course Outline

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

Pathways

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

Objectives

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

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning.

Structure

UNIT 1

Real world accounting

- Introduction to accounting
- Accounting for today's businesses

UNIT 2

Financial reporting

- End-of-period reporting for today's businesses
- Performance analysis of a sole trader business

UNIT 3

Managing resources

- Cash management
- Managing resources for a sole trader business

UNIT 4

Accounting — the big picture

- Fully classified financial statement reporting and analysis for a sole trader business
- Complete accounting process for a sole trader business
- Performance analysis of a public company

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Project — cash management

Summative internal assessment 2 (IA2): 25%

- Examination — combination response

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Examination — combination response

Summative external assessment (EA): 25%

- Examination — combination response

BUSINESS

General Senior Subject

Christian Worldview Rationale

Throughout this senior course, students are challenged to think about how Christianity is lived out in the world of business. This starts with prompting students to think about the spiritual reasons and purposes in running any particular business and winds through a series of engaging topics covering the key areas of the subject. The course considers how business people can live as Christ when dealing with employees, suppliers, creditors and customers at any stage of the business life cycle. They are also led to deal wisely with the funds and resources that the Lord entrusts to them. As a result of them participating in this course, students should be aware that the Christian faith is worked out in every aspect of business and that all things are done to the glory of God.

Course Outline

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

Pathways

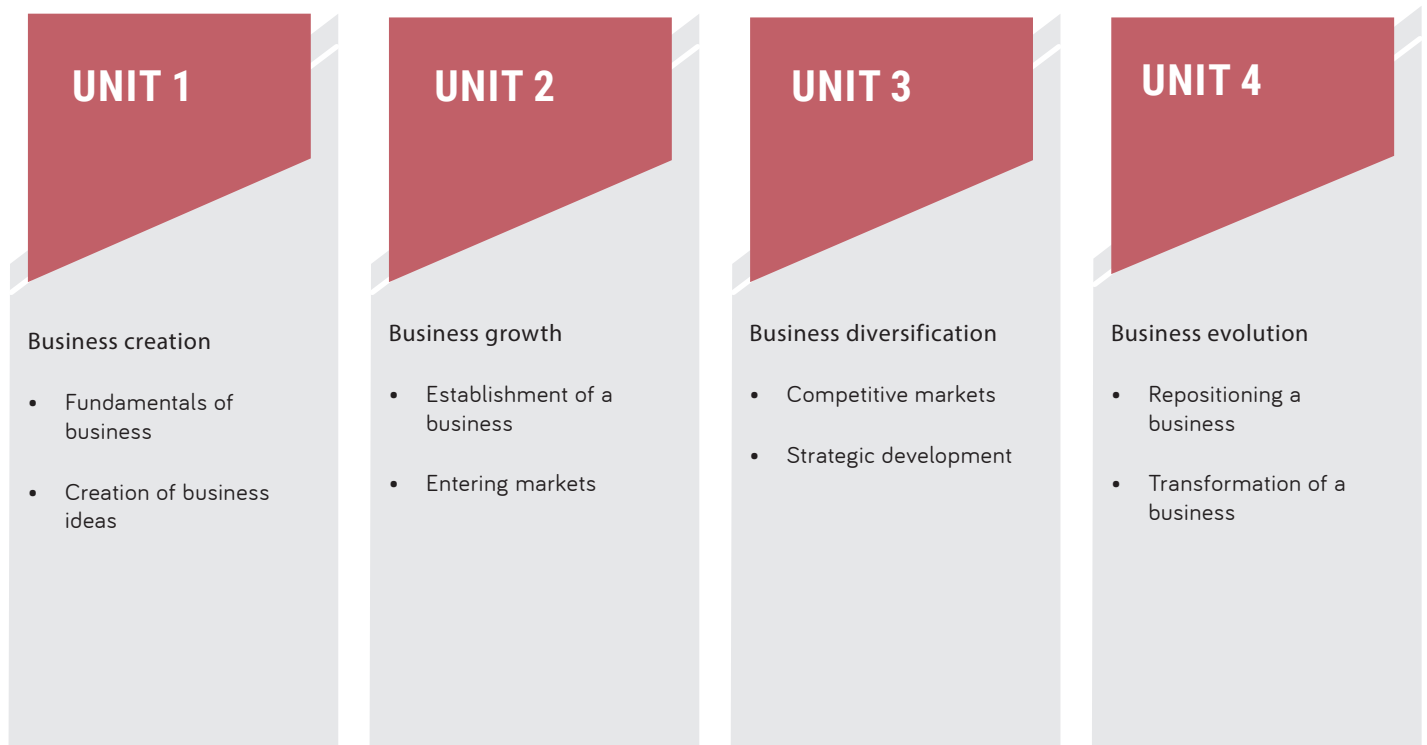
A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and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

Objectives

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

- describe business situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

Structure



Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Examination — combination response

Summative internal assessment 2 (IA2): 25%

- Business report

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Feasibility report

Summative external assessment (EA): 25%

- Examination — combination response

ECONOMICS

General Senior Subject

Christian Worldview Rationale

Economics will help make you a better steward of God's resources. Having studied what God says about money in the Bible, you will wisely invest, steward and budget the money He has provided. While studying international and developmental economics, we will discover the effect God can have in prospering a nation and our role in that process.

Course Outline

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. 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. Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness.

Intellectual rigour is sharpened by the appraisal of a variety of often-contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning of assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

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.

Pathways

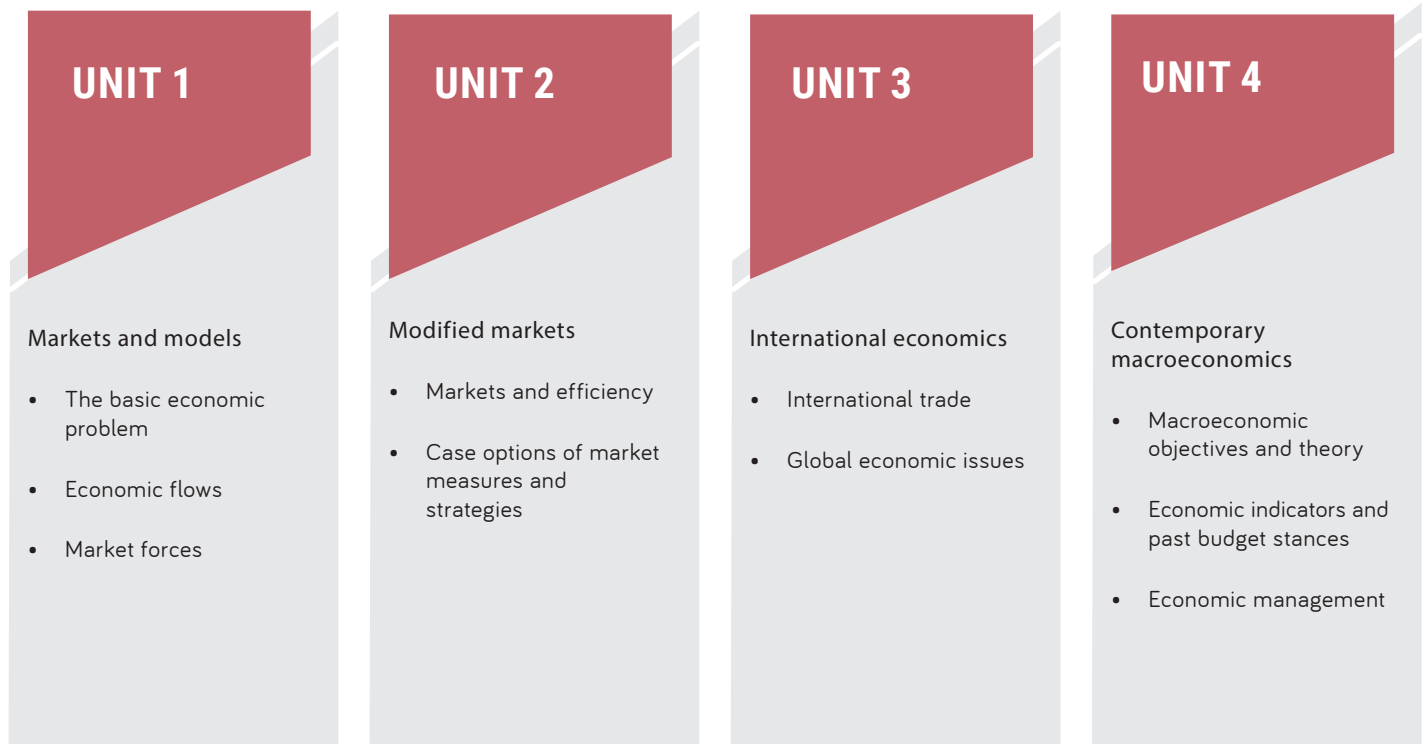
A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Objectives

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

- comprehend economic concepts, principles and models
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

Structure



Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Examination — combination response

Summative internal assessment 2 (IA2): 25%

- Investigation

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Examination — extended response

Summative external assessment (EA): 25%

- Examination — combination response

LEGAL STUDIES

General Senior Subject

Christian Worldview Rationale

A system of justice is biblical as God ordained, in Deuteronomy 16:18, the appointing of judges and officials in every town who were to judge fairly. There is an onus on us to maintain a just legal system as outlined in 2 Chronicles 19:7, "Judge carefully, for with the LORD our God there is no injustice or partiality or bribery." Technological advances have made it imperative that society develops new laws to cover new situations. It is important for Christians to work through ethical implications to have our voice heard in society and not leave it all up to legislators. Students will be encouraged to use their faith to discover if new situations posed in society should be legal or illegal. Matthew 10:15 states "I am sending you out like sheep among wolves. Therefore, be as shrewd as snakes and as innocent as doves."

Course Outline

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness

Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

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 to suit the intended purpose.

Structure

UNIT 1

Beyond reasonable doubt

- Legal foundations
- Criminal investigation process
- Criminal trial process
- Punishment and sentencing

UNIT 2

Balance of probabilities

- Civil law foundations
- Contractual obligations
- Negligence and the duty of care

UNIT 3

Law, governance and change

- Governance in Australia
- Law reform within a dynamic society

UNIT 4

Human rights in legal contexts

- Human rights
- Australia's legal response to international law and human rights
- Human rights in Australian contexts

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Examination — combination response

Summative internal assessment 2 (IA2): 25%

- Investigation — inquiry report

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Investigation — analytical essay

Summative external assessment (EA): 25%

- Examination — combination response

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CERTIFICATE III IN BUSINESS

Vocational Education Qualification

Christian Worldview Rationale

As God calls all of His people into various duties and stewardship within His Kingdom, learners are encouraged to adapt a productive lifestyle, one where they make full use of their talents and abilities. Success in business will not come from just the building of wealth, but also from obedience to God's will. This includes acting charitably to others, performing at their best no matter the task as well as pursuing their efforts in an ethical manner. And whatever you do, in word or deed, do everything in the name of the Lord Jesus, Colossians 3:17.

Course Outline

The BSB30120 Certificate III in Business qualification draws on practical experiences and applications from both real and simulated industry situations.

The course is delivered and assessed in a simulated work environment, using the off-the-job training model. It is divided into projects, where a cluster of units of competencies are assessed together and give the learner the opportunity to meet the Workplace simulation criteria of quality, productivity and safety. Meeting these criteria will ensure that the learners are 'work-ready' on successful completion of units of competency. Each unit of competency also have underpinning foundation skills and employability skills that are considered as an integral part of the unit for delivery and assessment purposes. This level of skill and knowledge acquisition aligns with AQF qualification Level III.

Students learn to make decisions and use problem solving strategies as team members. They must also participate in a number of activities and events in order to develop a high standard of communication, co-operation, and organisation, which is essential to the Business field. These activities and events may be held outside of normal school time.

Pathways

The BSB30120 Certificate III in Business i covers a diverse range of industries and occupations. Business Services covers a range of cross-industry functions and services supporting the commercial activities of all industries. Some occupation pathways include Accounts Clerk, Accounts Payable Clerk, General Clerk, Junior Personal Assistant and Office Assistant. Individuals in these positions use some discretion and judgement and may provide technical advice and support to a team in varied contexts.

Business Services covers a range of cross-industry functions and services supporting the commercial activities of all industries, with the Business Administration Qualification specialising in general administration for application in a broad range of work environments. For learners aspiring to higher education courses, the acquisition of a VET qualification may provide additional skills and/or an alternative pathway. In this course, some students will be invited to apply to participate in the BSB50120 Diploma of Business at the discretion of the trainer. This is done in partnership with an outside provider. Please note that if the students choose to undertake the diploma course, this will incur an additional fee. Please note that any late entries into the Cert III subject during year 11/12 will not be accepted into the Diploma program.

At the conclusion of the course, a nationally-recognised AQF qualification of BSB30120 Certificate III in Business will be awarded by the school as the Registered Training Organisation (RTO Code: 30572) if the requirements of the course have been met. Achievement of AQF qualifications in school provides opportunities for individuals to pursue and achieve their career goals.

If the full requirements for the issuing of this certificate are not met, a learner will gain a Statement of Attainment that recognises the Units of Competency completed successfully.

Structure

The course may be developed from the units of competency outlined below.

Units of Competency

BSBPEF301
BSBTWK301
BSBPEF201
BSBXCM301
BSBWRT311
BSBWHS311
BSBSUS211
BSBPMG430
BSBTEC303
BSBOPS301
BSBTEC202
BSBTEC301
BSBTEC302
BSBCRT311
BSBPEF302

Organise personal work priorities
Use inclusive work practices
Support personal wellbeing in the workplace
Engage in workplace communication
Write simple documents
Assist in maintaining workplace safety
Participate in sustainable workplaces
Undertake project work
Create electronic presentations
Maintain business resources
Use digital technologies to communicate in a work environment
Design and produce business documents
Design and produce spreadsheets
Apply critical thinking skills in a team environment
Develop self-awareness

This information is correct at time of publication but is subject to change



Assessment

Competency-based training (CBT) focuses on a student's ability to demonstrate that they can undertake a particular task to the set industry standard through continuous assessment. While target dates are set for evidence gathering on the Calendar, the course offers flexibility for the learner to demonstrate competence. Once they achieve 'satisfactory' for all of the assessment tasks, they receive a result of 'competent' for the unit.

Assessment for this Qualification is competency-based and therefore there will be no levels of achievement awarded.

ENGLISH

General Senior Subject

Christian Worldview Rationale

The subject English is about producing students who can confidently, critically and creatively analyse and produce a variety of text for particular purposes. Thus it makes sense to approach the study of English from the foundational story of Christianity, the Bible. This “big picture” story helps us to make sense of life, the nature of God and ourselves as His creation. It is about finding our story within His. He is the “author and perfecter of our faith” (Hebrews 12:2). Understanding and experiencing God’s love for His people, and His undeserved grace, should be our foundation for sharing our faith with others.

Course Outline

The 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 have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to 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
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

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

Perspectives and texts

- Texts in contexts
- Language and textual analysis
- Responding to and creating texts

UNIT 2

Texts and culture

- Texts in contexts
- Language and textual analysis
- Responding to and creating texts

UNIT 3

Textual connections

- Conversations about issues in texts
- Conversations about concepts in texts.

UNIT 4

Close study of literary texts

- Creative responses to literary texts
- Critical responses to literary texts

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Spoken persuasive response

Summative internal assessment 2 (IA2): 25%

- Written response for a public audience

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Examination — extended response

Summative external assessment (EA): 25%

- Examination — extended response

ESSENTIAL ENGLISH

Applied Senior Subject

Christian Worldview Rationale

The subject Essential English is about producing students who can confidently communicate for particular creative and analytical purposes. The Biblical worldview underpins all the units in Essential English. Through the study and discussion of each text and theme, students will gain understanding of the need to follow the example of Christ, be witnesses to their faith, and to practice Christ-likeness in their words and actions in all situations (Matthew 5:13-16; John 13:3-4).

Course Outline

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

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

Objectives

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

- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

Structure

UNIT 1

Language that works

- Responding to texts
- Creating texts

UNIT 2

Texts and human experiences

- Responding to texts
- Creating texts

UNIT 3

Language that influences

- Creating and shaping perspectives on community, local and global issues in texts
- Responding to texts that seek to influence audiences

UNIT 4

Representations and popular culture texts

- Responding to popular culture texts
- Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1):

- Spoken response

Summative internal assessment 2 (IA2):

- Common internal assessment (CIA)

UNIT 4

Summative internal assessment 3 (IA3):

- Multimodal response

Summative internal assessment (IA4):

- Written response

General Senior Subject

Christian Worldview Rationale

Through the study of texts, the exploration of social issues and the creation of unique texts, students will understand:

- That man was made in the likeness of his Creator and thus has the ability to create
- That they need to define personal beliefs and make decisions using godly principles
- James 1:5 “If any of you lack wisdom, let him ask of God, who gives to all liberally and without reproach, and it will be given to him”

These spiritual concepts focus students’ attention on a Christian attitude to issues in society. Students will reflect on the beliefs and attitudes of Christians and the reality of decisions made in response to current issues.

Course Outline

The subject English as an Additional Language is designed to develop students’ knowledge, understanding and language skills in Standard Australian English (SAE), and provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary, non-literary, media and academic texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts
- development of language skills required for English language learners to be competent users of written and spoken English in a variety of contexts including academic contexts suitable for tertiary studies
- skills to make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment and appreciation of the English language.

The English as an Additional Language syllabus values and affirms the diversity of languages, interests, background knowledge and abilities that EAL students bring to the classroom. Students for whom this course is intended have the right to learn and succeed within a curriculum that is sensitive to and inclusive of their prior learning and experiences.

The syllabus also recognises the histories of Aboriginal peoples and Torres Strait Islander peoples and the multiple languages they have spoken and continue to speak in Australia. It acknowledges that Aboriginal peoples and Torres Strait Islander peoples communicate in a variety of ways that are deeply embedded in their collective histories and relationships.

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

Language, text and culture

- Understanding texts
- Language and textual analysis
- Responding to and creating texts

UNIT 2

Perspectives in texts

- Understanding texts
- Language and textual analysis
- Responding to and creating texts

UNIT 3

Issues, ideas and attitudes

- Understanding texts
- Language and textual analysis
- Responding to and creating texts

UNIT 4

Close study of literary texts

- Creative responses to literary texts
- Critical responses to literary texts

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Examination — extended response

Summative internal assessment 2 (IA2): 25%

- Persuasive response

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Imaginative response

Summative external assessment (EA): 25%

- Examination — extended response

LITERATURE

General Senior Subject

Christian Worldview Rationale

The subject Literature is about producing students who can confidently, critically and creatively analyse and produce literary text. Thus it makes sense to approach the study of English from the foundational story of Christianity, the Bible. This “big picture” story helps us to make sense of life, the nature of God and ourselves as His creation. It is about finding our story within His. He is the “author and perfecter of our faith” (Hebrews 12:2). Understanding and experiencing God’s love for His people, and His undeserved grace, should be our foundation for sharing our faith with others.

Course Outline

The 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 have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to 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
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

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/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

Introduction to literary studies

- Ways literary texts are received and responded to
- How textual choices affect readers
- Creating analytical and imaginative texts

UNIT 2

Intertextuality

- 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

UNIT 3

Literature and identity

- Relationship between language, culture and identity in literary texts
- Power of language to represent ideas, events and people
- Creating analytical and imaginative texts

UNIT 4

Independent explorations

- Dynamic nature of literary interpretation
- Close examination of style, structure and subject matter
- Creating analytical and imaginative texts

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Examination – extended response

Summative internal assessment 2 (IA2): 25%

- Imaginative response

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Imaginative response

Summative external assessment (EA): 25%

- Examination — extended response

GEOGRAPHY

General Senior Subject

Christian Worldview Rationale

God has created a beautiful world and directed humanity to use this creation for each person's benefit and also to care for it. This is the concept of stewardship.

As Christians, God has given us a Biblical mandate to be good stewards, thus promoting the survival of future generations and of peoples in all parts of the world. The philosophies of ecologically sustainable management of the environment and the socially just distribution of the Earth's resources undergird the curriculum in Geography.

Course Outline

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, 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 are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

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
- propose action
- communicate geographical understanding using

Structure

UNIT 1

Responding to risk and vulnerability in hazard zones

- Natural hazard zones
- Ecological hazard zones

UNIT 2

Planning sustainable places

- Responding to challenges facing a place in Australia
- Managing the challenges facing a megacity

UNIT 3

Responding to land cover transformations

- Land cover transformations and climate change
- Responding to local land cover transformations

UNIT 4

Managing population change

- Population challenges in Australia
- Global population change

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Examination — combination response

Summative internal assessment 2 (IA2): 25%

- Field report

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Data report

Summative external assessment (EA): 25%

- Examination — combination response

PHYSICAL EDUCATION

General Senior Subject

Christian Worldview Rationale

Through sport and the study of associated sports based topics, we are given the opportunity to utilise our God given talents in reaching goals and undertaking competition.

1 Corinthians 9:24-27 “Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize.” (NIV)

Course Outline

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

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

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

Pathways

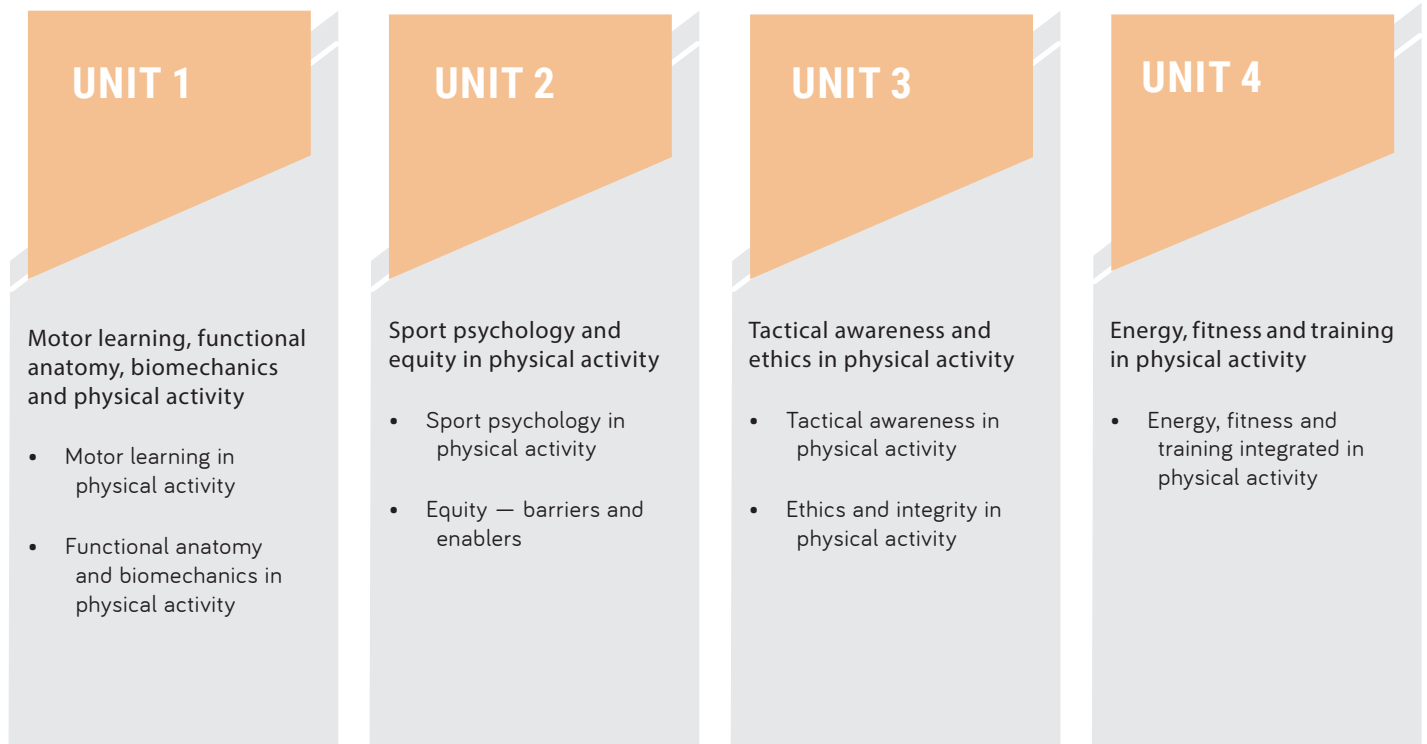
A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives

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

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

Structure



Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Project — folio

Summative internal assessment 2 (IA2): 25%

- Investigation — report

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Project — folio

Summative external assessment (EA): 25%

- Examination — combination response

SPORT & RECREATION

Applied Senior Subject

Christian Worldview Rationale

Through sport and the study of associated sports based topics, we are given the opportunity to utilise our God given talents in reaching goals and undertaking competition.

1 Corinthians 9:24-27 “Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize.” (NIV)

Course Outline

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities.

Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Pathways

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

Objectives

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

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

Structure

UNIT 1

Coaching and Officiating

- Coaching
- Officiating

UNIT 2

Emerging trends in sport, fitness and recreation

- Mountain Biking
- Trends in sporting world

UNIT 3

Challenge in the outdoors

- Lightweight camping
- Challenge in the outdoors

UNIT 4

Optimising performance

- Training programs
- Optimising performance

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1):

- Project

Summative internal assessment 2 (IA2):

- Performance

UNIT 4

Summative internal assessment 3 (IA3):

- Performance

Summative external assessment (IA4):

- Portfolio

ANCIENT HISTORY

General Senior Subject

Christian Worldview Rationale

In Ancient History studies, students are asked to ponder God's sovereignty: God works through the nations of the world, past and present, to accomplish His purposes. We are called to be channels of tolerance and respect in the face of ideologies, beliefs, traditions and practices that oppose the spread of the values and interests of God's Kingdom and the need for personal improvement. We are also asked to respond to God's call for each person to go and preach the good news of salvation to all people regardless of their religious background.

The course develops a clear Biblical understanding of the rise and fall of human cultures and civilisations. It also hopes to help students respond with humility and grace to the way history helps us make sense with our world and understand how God works through the nations of the world, past and present, to accomplish His purposes. Lastly, God's love for the oppressed will be examined and will encourage students to devote their lives to helping the weak and the needy in society and to be a voice for those who have no.

Course Outline

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, 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, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past.

A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments.

Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

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:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Structure

UNIT 1

Investigating the Ancient World

- Digging up the past
- Beliefs, rituals and funerary practices

UNIT 2

Personalities in their time

- Alexander the Great
- Cleopatra

UNIT 3

Reconstructing the ancient world

- Pompeii and Herculaneum
- The Medieval Crusades

UNIT 4

People, power and authority

- Ancient Rome — Civil War and the breakdown of the Republic
- QCAA will nominate one topic that will be the basis for an external examination

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Examination — essay in response to historical sources

Summative internal assessment 2 (IA2): 25%

- Investigation

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Investigation

Summative external assessment (EA): 25%

- Examination — short responses

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MODERN HISTORY

General Senior Subject

Christian Worldview Rationale

The Modern History course highlights the importance of studying and reflecting on the national identity of groups of people and how their experiences of life influence their thinking and world-view. What makes up nations and national identity fundamentally shapes people. So as Christians we have an opportunity to instill values of character in a Christian context and in the wider community.

The primary value we seek to instill is the command “to love our neighbour as ourselves” as a method for the hope of peace and reconciliation. The retelling of an individual and a nation’s heritage is an important part of developing individuals who are mature, and socially and spiritually aware. God has given us a responsibility to care for and develop the ‘Garden of Eden.’ A study of the mistakes and the correct approaches that we have made in history will help us to make better decisions in the future.

Course Outline

Modern History is a discipline-based subject where students examine traces of humanity’s recent past so they may form their own views about the Modern World since 1750. Through Modern History, students’ curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined.

The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as 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:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Structure

UNIT 1

Ideas in the modern world

- Russian Revolution, 1905-1920
- Australian Frontier Wars, 1788-1930

UNIT 2

Movements in the modern world

- Women's movement since 1893
- Anti-apartheid movement in South Africa, 1948 - 1991

UNIT 3

National experiences in the modern world

- Germany since 1914
- China since 1931

UNIT 4

International experiences in the modern world

- Australian engagement with Asia since 1945
- Cold War and its aftermath, 1945-2014 (EA topic)

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Examination — extended response

Summative internal assessment 2 (IA2): 25%

- Investigation

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Investigation

Summative external assessment (EA): 25%

- Examination — short response

STUDY OF RELIGION

General Senior Subject

Christian Worldview Rationale

The Study of Religion course will deepen students' understanding of many aspects of the Christian worldview that cannot be adequately covered in Christian Studies, as well as allowing them the opportunity to examine the religious traditions of multicultural Australia. As demonstrated by the Apostle Paul, having a detailed understanding of the religious ideas and convictions of those to whom one is witnessing allows one to better fulfill the Biblical commission as "ambassadors of Christ" (2 Cor 5:20). As ambassadors, Christ has given us the task of being His representatives in the world and presenting His truths in a way best understood by those whose faith tradition differs from our own.

Course Outline

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exists within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in modern society.

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

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on individuals, groups and society. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

Study of Religion allows students to develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

Pathways

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

Objectives

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

- explain features and expressions of religious traditions
- analyse perspectives about religious expressions
- evaluate the significance and influence of religion
- communicate meaning to suit purpose.

Structure

UNIT 1

Religion, meaning and purpose

- Nature and purpose of religion
- Sacred texts

UNIT 2

Religion and ritual

- Lifecycle rituals
- Calendrical rituals

UNIT 3

Religious ethics

- Social ethics
- Personal ethics

UNIT 4

Religion — rights and relationships

- Religion and the nation-state
- Human existence and rights

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Examination — extended response

Summative internal assessment 2 (IA2): 25%

- Investigation — inquiry response

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Investigation — inquiry response

Summative external assessment (EA): 25%

- Examination — short response

CHINESE

General Senior Subject

Christian Worldview Rationale

The study of languages places the Christian student within the realms of privilege, opportunity and responsibility, whereby they can communicate the gospel of the Kingdom to a lost world. It is a privilege and an act of love to communicate with our neighbours the love Jesus has demonstrated toward us (John 3:16). Thus, learning a language challenges the student to move beyond their personal realm in order to connect with the world through various means such as travel, technology and media, and their own culture. This also provides an opportunity to share Christ with different communities and groups in society. The Christian student has a responsibility towards his neighbour. One of the objectives of the course is to help every student retain a sense of connectedness and belonging in society, and understand that the ordinary Christian life is a daily commitment to Christ and His Kingdom, and that a life devoted to Christ finds expression in the sharing of His love to others.

Course Outline

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Chinese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

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

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Chinese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

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
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Chinese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Chinese.

Structure

UNIT 1

My world

- Family/carers
- Peers
- Education

UNIT 2

Exploring our world

- Travel and exploration
- Social customs
- Chinese influences around the world

UNIT 3

Our society; culture and identity

- Lifestyles and leisure
- The arts, entertainment and sports
- Groups in society

UNIT 4

My present; my future

- The present
- Future choices

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 20%

- Examination — short response

Summative internal assessment 2 (IA2): 25%

- Examination — extended response

UNIT 4

Summative internal assessment 3 (IA3): 30%

- Multimodal presentation and interview

Summative external assessment (EA): 25%

- Examination — combination response

GENERAL MATHEMATICS

General Senior Subject

Christian Worldview Rationale

By investigating and understanding elements of Mathematics students acknowledge that God has a heart for Mathematics and that He is the great designer of the universe. Students develop a personal appreciation of the omnipotence of the Creator and are equipped with the knowledge and understanding necessary to communicate Mathematics to others from a Christian worldview. By developing their God-given mathematical talent students are enabled to serve others in fields of business, science, health services, engineering and beyond. In this way students are witness to God's intervention in everyday affairs as well as the part they play in His plan.

Course Outline

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P-10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

UNIT 1

Money, measurement, algebra and linear equations

- Consumer arithmetic
- Shape and measurement
- Similarity and scale
- Algebra
- Linear equations and their graphs

UNIT 2

Applications of linear equations and trigonometry, matrices and univariate data analysis

- Applications of linear equations and their graphs
- Applications of trigonometry
- Matrices
- Univariate data analysis 1
- Univariate data analysis 2

UNIT 3

Bivariate data and time series analysis, sequences and Earth geometry

- Bivariate data analysis 1
- Bivariate data analysis 2
- Time series analysis
- Growth and decay in sequences
- Earth geometry and time zones

UNIT 4

Investing and networking

- Loans, investments and annuities 1
- Loans, investments and annuities 2
- Graphs and networks
- Networks and decision mathematics 1
- Networks and decision mathematics 2

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 20%

- Problem-solving and modelling task

Summative internal assessment 2 (IA2): 15%

- Examination

UNIT 4

Summative internal assessment 3 (IA3): 15%

- Examination

Summative external assessment (EA): 50%

- Examination

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MATHEMATICAL METHODS

General Senior Subject

Christian Worldview Rationale

By investigating and understanding elements of Mathematics students acknowledge that God has a heart for Mathematics and that He is the great designer of the universe. Students develop a personal appreciation of the omnipotence of the Creator and are equipped with the knowledge and understanding necessary to communicate Mathematics to others from a Christian worldview. By developing their God-given mathematical talent students are enabled to serve others in fields of business, science, health services, engineering and beyond. In this way students are witness to God's intervention in everyday affairs as well as the part they play in His plan.

Course Outline

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

UNIT 1

Surds, algebra, functions and probability

- Surds and quadratic functions
- Binomial expansion and cubic functions
- Functions and relations
- Trigonometric functions
- Probability

UNIT 2

Calculus and further functions

- Exponential functions
- Logarithms and logarithmic functions
- Introduction to differential calculus
- Applications of differential calculus
- Further differentiation

UNIT 3

Further calculus and introduction to statistics

- Differentiation of exponential and logarithmic functions
- Differentiation of trigonometric functions and differentiation rules
- Further applications of differentiation
- Introduction to integration
- Discrete random variables

UNIT 4

Further calculus, trigonometry and statistics

- Further integration
- Trigonometry
- Continuous random variables and the normal distribution
- Sampling and proportions
- Interval estimates for proportions

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 20%

- Problem-solving and modelling task

Summative internal assessment 2 (IA2): 15%

- Examination — short response

UNIT 4

Summative internal assessment 3 (IA3): 15%

- Examination — short response

Summative external assessment (EA): 50%

- Examination — combination response

SPECIALIST MATHEMATICS

General Senior Subject

Christian Worldview Rationale

By investigating and understanding elements of Mathematics students acknowledge that God has a heart for Mathematics and that He is the great designer of the universe. Students develop a personal appreciation of the omnipotence of the Creator and are equipped with the knowledge and understanding necessary to communicate Mathematics to others from a Christian worldview. By developing their God-given mathematical talent students are enabled to serve others in fields of business, science, health services, engineering and beyond. In this way students are witness to God's intervention in everyday affairs as well as the part they play in His plan.

Course Outline

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics 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.

Students who undertake Specialist Mathematics will 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.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

UNIT 1

Combinatorics, proof, vectors and matrices

- Combinatorics
- Introduction to proof
- Vectors in the plane
- Algebra of vectors in two dimensions
- Matrices

UNIT 2

Complex numbers, further proof, trigonometry, functions and transformations

- Complex numbers
- Complex arithmetic and algebra
- Circle and geometric proofs
- Trigonometry and functions
- Matrices and transformations

UNIT 3

Further complex numbers, proof, vectors and matrices

- Further complex numbers
- Mathematical induction and trigonometric proofs
- Vectors in two and three dimensions
- Vector calculus
- Further matrices

UNIT 4

Further statistical and calculus inference

- Integration techniques
- Applications of integral calculus
- Rates of change and differential equations
- Modelling motion
- Statistical inference

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 20%

- Problem-solving and modelling task

Summative internal assessment 2 (IA2): 15%

- Examination-short response

UNIT 4

Summative internal assessment 3 (IA3): 15%

- Examination-short response

Summative external assessment (EA): 50%

- Examination-combination response

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ESSENTIAL MATHEMATICS

Applied Senior Subject

Christian Worldview Rationale

By investigating and understanding elements of Mathematics students acknowledge that God has a heart for Mathematics and that He is the great designer of the universe. Students develop a personal appreciation of the omnipotence of the Creator and are equipped with the knowledge and understanding necessary to communicate Mathematics to others from a Christian worldview. By developing their God-given mathematical talent students are enabled to serve others in fields of business, science, health services, engineering and beyond. In this way students are witness to God's intervention in everyday affairs as well as the part they play in His plan.

Course Outline

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P-10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways

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

Objectives

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Structure

UNIT 1

Number, data and graphs

- Fundamental topic: Calculations
- Number
- Representing data
- Managing money

UNIT 2

Data and travel

- Fundamental topic: Calculations
- Data collection
- Graphs
- Time and motion

UNIT 3

Measurement, scales and chance

- Fundamental topic: Calculations
- Measurement
- Scales, plans and models
- Probability and relative frequencies

UNIT 4

Graphs, data and loans

- Fundamental topic: Calculations
- Bivariate graphs
- Summarising and comparing data
- Loans and compound interest

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1):

- Problem-solving and modelling task

Summative internal assessment 2 (IA2):

- Common internal assessment (CIA)

UNIT 4

Summative internal assessment 3 (IA3):

- Problem-solving and modelling task

Summative internal assessment (IA4):

- Examination-short response

BIOLOGY

General Senior Subject

Christian Worldview Rationale

God's creative design, as it pertains to the living world, is explored and uncovered allowing students to gain a better understanding of the nature of God and the intricate care he has taken with all aspects of his creation. Similar patterns are revealed in the tiniest cell, the organism, the ecosystem and the church.

Course Outline

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence

- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to 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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

UNIT 1

Cells and multicellular organisms

- Cells as the basis of life
- Exchange of nutrients and wastes
- Cellular energy, gas exchange and plant

UNIT 2

Maintaining the internal environment

- Homeostasis — thermoregulation and osmoregulation
- Infectious disease and epidemiology

UNIT 3

Biodiversity and the interconnectedness of life

- Describing biodiversity and populations
- Functioning ecosystems and succession

UNIT 4

Heredity and continuity of life

- Genetics and heredity
- Continuity of life on Earth

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 10%

- Data test

Summative internal assessment 2 (IA2): 20%

- Student experiment

UNIT 4

Summative internal assessment 3 (IA3): 20%

- Research investigation

Summative external assessment (EA): 50%

- Examination-combination response

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CHEMISTRY

General Senior Subject

Christian Worldview Rationale

Chemistry provides an understanding of the materials around us and why they behave as they do. According to Genesis 1:28: God blessed them and said to them “Be fruitful and multiply and fill the earth and subdue it. Rule over the fish of the sea and over the birds of the sky and over every living thing that moves on the earth.” To perform this a sound knowledge of the science of matter is needed. A study of Chemistry can also give an insight to the precision of a creator chemist and equilibrium who in Isaiah 40:12 “has measured the waters in the hollow of his hand, measured heaven with a span and calculated the hills in a balance”

Chemistry remains a growing discipline, with exciting and unexpected developments on its frontiers. It is a discipline in which students may experience beauty and excitement at many levels, whether comprehending the ordered structure of matter or in what they see in their own experiments. The course should help students see the relevance of Chemistry to their daily lives. It should give them an appreciation of the workings of the world around them and help them take a more responsible and critical approach to the changes occurring in our technological age.

Course Outline

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students’:

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties

- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

UNIT 1

Chemical fundamentals — structure, properties and reactions

- Properties and structure of atoms
- Properties and structure of materials
- Chemical reactions — reactants, products and energy change

UNIT 2

Molecular interactions and reactions

- Intermolecular forces and gases
- Aqueous solutions and acidity
- Rates of chemical reactions

UNIT 3

Equilibrium, acids and redox reactions

- Chemical equilibrium systems
- Oxidation and reduction

UNIT 4

Structure, synthesis and design

- Properties and structure of organic materials
- Chemical synthesis and design

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 10%

- Data test

Summative internal assessment 2 (IA2): 20%

- Student experiment

UNIT 4

Summative internal assessment 3 (IA3): 20%

- Research investigation

Summative external assessment (EA): 50%

- Examination-combination response

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PHYSICS

General Senior Subject

Christian Worldview Rationale

Today, more than ever, we need to understand our environment and ourselves. According to Genesis 1:27 “God created man and woman in His own image”. Man was created in God’s image to have an ability to understand the laws of God’s universe and to be creative in using these laws in our society. Some developments in physics, such as the Copernican revolution, Galileo’s confrontation with the Church and challenges to the accepted ideas about predictability from quantum mechanics, have influenced the course of history and philosophy. Through various levels of interaction, such developments have helped shape society’s collective consciousness.

Course Outline

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students’:

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues

- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Structure

UNIT 1

Thermal, nuclear and electrical physics

- Heating processes
- Ionising radiation and nuclear reactions
- Electrical circuits

UNIT 2

Linear motion and waves

- Linear motion and force
- Waves

UNIT 3

Gravity and electromagnetism

- Gravity and motion
- Electromagnetism

UNIT 4

Revolutions in modern physics

- Special relativity
- Quantum theory
- The Standard Model

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 10%

- Data test

Summative internal assessment 2 (IA2): 20%

- Student experiment

UNIT 4

Summative internal assessment 3 (IA3): 20%

- Research investigation

Summative external assessment (EA): 50%

- Examination-combination response

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DESIGN

General Senior Subject

Christian Worldview Rationale

Creativity of God's Nature: Orderly design through wisdom is one facet of God's role as Creator, and it is displayed (Exodus 35:31-32) through us who are made in his image (Genesis 1:27). Students will display this creativity through design projects, working with due diligence (Ecclesiastes 9:10) to achieve an integrated system.

Righteous Choices: Ethical use of the computer is developed from an appreciation of the need for love and respect of others, and submission to governing authorities. Students will develop an understanding of God's perspective in relation to the ethical use of technology.

Course Outline

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

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

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

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will 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. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Pathways

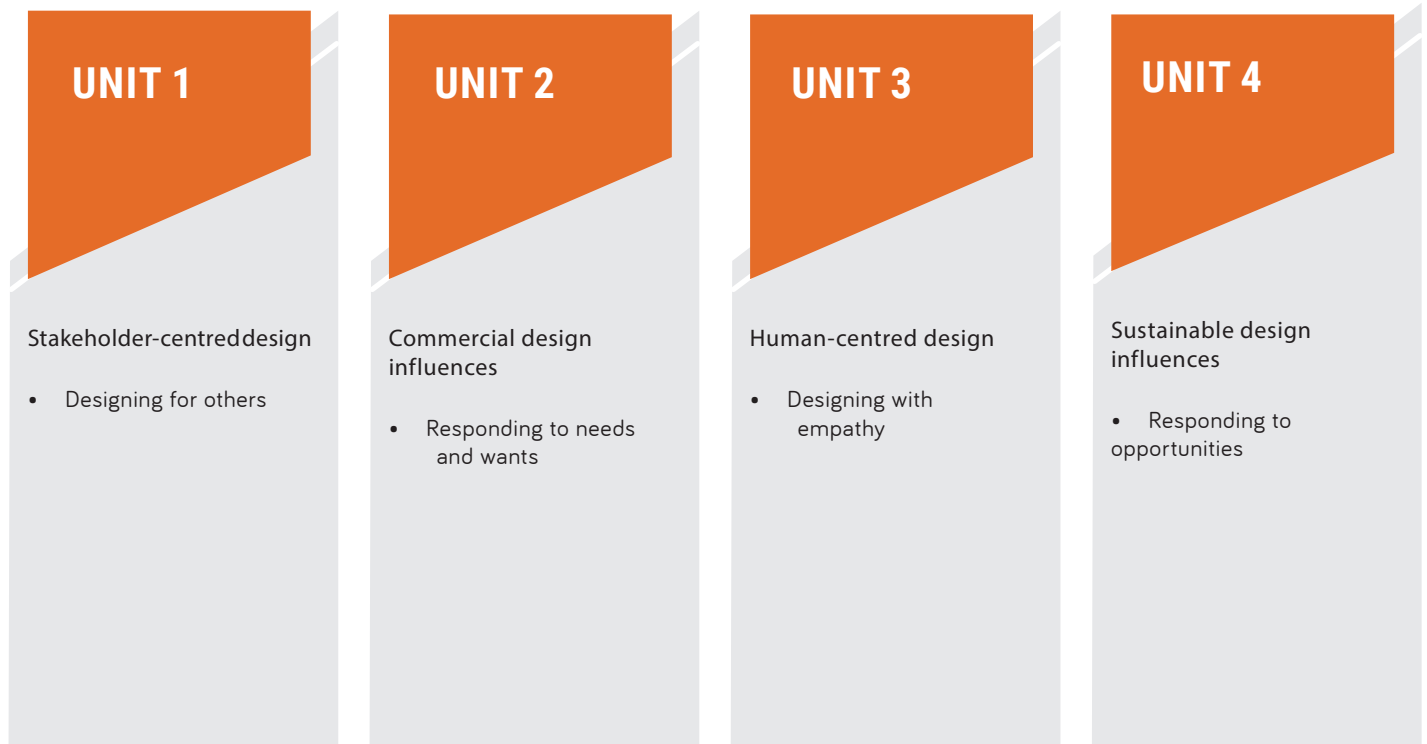
A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

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 visual representation skills
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- evaluate ideas to make refinements
- propose design concepts in response to design problems
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure



Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 20%

- Design challenge

Summative internal assessment 2 (IA2): 30%

- Project

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Project

Summative external assessment (EA): 25%

- Examination — extended response

DIGITAL SOLUTIONS

General Senior Subject

Christian Worldview Rationale

The world and its people have been designed to have a plan and purpose, we are called to be good stewards.

Genesis 1:27-28 “So God created man in His own image; in the image of God He created him; male and female He created them. Then God blessed them, and God said to them, “Be fruitful and multiply; fill the earth and subdue it; have dominion over the fish of the sea, over the birds of the air, and over every living thing that [a]moves on the earth.”

Course Outline

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate 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, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia’s workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution.

Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students’ success in further education and life.

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

Creating with code

- Understanding digital problems
- User experiences and interfaces
- Algorithms and programming techniques
- Programmed solutions

UNIT 2

Application and data solutions

- Data-driven problems and solution requirements
- Data and programming techniques
- Prototype data solutions

UNIT 3

Digital innovation

- Interactions between users, data and digital systems
- Real-world problems and solution requirements
- Innovative digital solutions

UNIT 4

Digital impacts

- Digital methods for exchanging data
- Complex digital data exchange problems and solution requirements
- Prototype digital data exchanges

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Technical proposal

Summative internal assessment 2 (IA2): 25%

- Digital solution

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Digital solution

Summative external assessment (EA): 25%

- Examination-combination response

ENGINEERING

General Senior Subject

Christian Worldview Rationale

The Christian approach to Engineering should result in craftsmanship, stewardship, honesty and wisdom, which will be seen as basic skills. These skills are developed over time in the individual to provide in future years for self and dependants.

Righteous Choices. Share work with others, co-operate, and practise the fruits of the Spirit. "But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, self-control." Gal. 5:22-23. The Bible teaches that God selects certain people and fills them with His Spirit, with ability, intelligence, knowledge, and craftsmanship and inspires them to teach others. Exodus 25:30-35; 36:1-2. Romans 12:3-13; Ephesians 4:15-16.

Course Outline

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

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

Pathways

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

Objectives

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

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

Structure

UNIT 1

Engineering fundamentals

- Engineering in society
- Engineering communication
- Introduction to engineering mechanics
- Introduction to engineering materials

UNIT 2

Emerging technologies

- Emerging needs in society
- Emerging processes, machinery and automation
- Emerging materials

UNIT 3

Civil structures

- Civil structures in society
- Civil structures and forces
- Civil engineering materials

UNIT 4

Machines and mechanisms

- Machines in society
- Machines, mechanisms and control
- Materials

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment 1 (IA1): 25%

- Engineered solution

Summative internal assessment 2 (IA2): 25%

- Examination-combination response

UNIT 4

Summative internal assessment 3 (IA3): 25%

- Engineered solution

Summative external assessment (EA): 25%

- Examination-combination response

FURNISHING SKILLS

Applied Senior Subject

Christian Worldview Rationale

“The LORD has gifted Bezalel, Oholiab, and the other skilled craftsmen with wisdom and ability to perform any task involved in building the sanctuary. Let them construct and furnish the Tabernacle, just as the LORD has commanded.” Exodus 36 v 1

The Bible teaches that God fills people with His Spirit, with gifts, ability, intelligence, knowledge, and craftsmanship and inspires them to teach others.

Course Outline

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery.

They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier

Objectives

By the conclusion of the course of study students will:

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures.
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures.

Structure

UNIT 1

Furniture Making

- Picture frame build - Practical demonstration
- Dock chair build - Project
- Digital portfolio of product build

UNIT 2

Cabinet Making

- Inlay box - Practical demonstration
- Wall cabinet build - Project
- Digital portfolio of product build

UNIT 3

Production in the Domestic Furniture Industry

- Outdoor Setting - Practical demonstration
- Hall table - Project
- Digital portfolio of product build

UNIT 4

Production in the Bespoke Furniture Industry

- Clock build - Practical demonstration
- Entertainment cabinet - Project
- Digital portfolio of product build

Assessment

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

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

SUMMATIVE ASSESSMENT

UNIT 3

Summative internal assessment IA1:

- Practical demonstration

Summative internal assessment IA2:

- Project

UNIT 4

Summative internal assessment IA3:

- Project

Summative internal assessment IA4:

- Practical demonstration

CERTIFICATE III IN HOSPITALITY

Vocational Education Qualification

Christian Worldview Rationale

Biblical images of God as host are many. To speak of hospitality from a Christian perspective, therefore, is to speak of the welcome and acceptance that we have received from God and therefore extend lavishly to others. It can be seen as one of the most important Christian missions. "Contribute to the needs of the saints and seek to show hospitality", Romans 12:13.

Course Outline

The SIT30622 Certificate III in Hospitality qualification draws on practical experiences and applications from both real and simulated industry situations. Students learn to make decisions and use problem solving strategies as team members. They must also participate in a number of venture and enterprise activities in order to develop a high standard of communication, co-ordination and co-operation, which is essential to the Hospitality Industry. These ventures are often held outside of normal school time and may be held at various locations.

Participation in this course will also provide learners moving into the workforce with a range of experiences, knowledge and skills in the hospitality industry, which will assist in facilitating a smooth transition.

The course is divided into projects, where a cluster of units of competencies are assessed together and give the learner the opportunity to meet the Workplace simulation criteria of quality, productivity and safety. Meeting these criteria will ensure that the learners are 'work-ready' on successful completion of units of competency. Each unit of competency also have underpinning foundation skills and employability skills that are considered as an integral part of the unit for delivery and assessment purposes.

This level of skill and knowledge acquisition aligns with AQF qualification Level III.

Pathways

The Certificate III qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops.

Possible job titles in the Hospitality industry include espresso coffee machine operator, function attendant, function host, restaurant host, food and beverage attendant, and front office assistant.

Individuals can exit this qualification with skills to work in industry at a skilled operational level. They can also progress to Certificate IV and higher qualifications and gain credit for common units of competency in those qualifications. For learners aspiring to higher education courses, the acquisition of a VET qualification may also provide additional skills and/or an alternative pathway. There are no entry requirements for this qualification.

At the conclusion of the course, a nationally-recognised AQF qualification of SIT30622 Certificate III in Hospitality will be awarded by the school as the Registered Training Organisation (RTO Code: 30572) if the requirements of the course have been met. Achievement of AQF qualifications in school provides opportunities for individuals to pursue and achieve their further career goals.

If the full requirements for the issuing of this certificate are not met, a learner will gain a Statement of Attainment that recognises the Units of Competency completed successfully.

Structure

The course may be developed from the units of competency outlined above.

Units of Competency

SITXFSA005
SITXFSA006
SITHCCC024
SITHCCC025
SITHCCC028
SITHCCC027
SITHIND008
SITXCCS014
SITXHRM007
SITHIND006
SITXCOM007
SITXWHS005
SITHFAB024
SITHFAB025
SITHACS009

Use hygienic practices for food safety
Participate in safe food handling practices
Prepare and present simple dishes
Prepare and present sandwiches
Prepare appetisers and salads
Prepare dishes using basic methods of cookery
Work effectively in hospitality service
Provide service to customers
Coach others in Job Skills
Source and use information on the hospitality industry
Show social and cultural sensitivity
Participate in safe work practices
Prepare and serve non-alcoholic beverages
Prepare and serve espresso coffee
Clean premises and equipment

This information is correct at time of publication but is subject to change



Assessment

Competency-based training (CBT) focuses on a student's ability to demonstrate that they can undertake a particular task to a certain level of achievement. Once they achieve this level, they receive a result of 'competent' regardless of how well you perform the task.

Assessment for this Qualification is competency-based and therefore there will be no levels of achievement awarded.



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