SUBJECT OFFERINGS
2024

INSPIRING CHRISTIAN CHARACTER

WE INSPIRE STUDENTS
to challenge themselves and through so doing, we transform Today's Students into Tomorrow's Leaders

Bayside Christian College offers a broad range of subjects throughout the Senior School, that not only provide all of the pre-requisites for University entrance, but also a tremendous range of Applied Subjects that are geared to help students prepare for further study at TAFE, or to assist them to be 'job ready' for employment`.

Subjects are offered in all disciplines including Careers Education, Creative and Visual Arts, Digital Arts and Media, Fashion and Textiles, Food Technology, Health Sciences, Humanities, Law, Religion and Ethics, Robotics, Science, Sport, and Technology,

The subjects of English, Humanities and Social Sciences, Mathematics, and Science are all compulsory subjects in Year 7-10; with the study of an English and a Mathematics subject being compulsory in Year 11 and 12.

The following sections provide a brief outline on the essence of each discipline/ subject.

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Year 7-10 Subject Descriptors

English (compulsory subject Year 7-10)

English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative, and critical language users who understand how texts can convey and transform personal and cultural perspectives.

In a world of rapid cultural, social, economic, and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social, and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes, and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world, and their place in it.

The subject English focuses on the study of both literary texts, non-literary and digital texts, and narratives, 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.

Mathematics (compulsory subject Year 7-10)

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.

Humanities and Social Sciences (compulsory subject Year 7-10)

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions, and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic, and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Science (compulsory subject Year 7-10)

Science provides an empirical way of answering interesting and important questions about the biological, physical, and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social, and economic lives. Science is a dynamic, collaborative, and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions, and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined, and extended as new evidence arises.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings, and skills to make informed decisions about local, national, and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The ability to think and act in scientific ways helps build the broader suite of capabilities in students as confident, self-motivated, and active members of our society.

Health and Physical Education (compulsory subject Year 7-10)

In an increasingly complex, sedentary, and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as healthy, safe, and active citizens in the 21st century. This is a strong investment in the future of the Australian population.

Technology and media will continue to transform our lives and change the way we communicate. Some health issues will endure while new ones will emerge. New forms of physical activity will become available. Students need critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing, and physical activity participation. They also need to be resilient, to develop empathy and to be actively engaged in their own and others' wellbeing, using health, safety, and physical activity resources for the benefit of themselves and their communities.

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services, and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently, and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation, and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social, and cognitive skills.

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

Christian Studies (compulsory subject 10)

This subject seeks to be the expression of the principles of faith, and the message provided by the Word in College Chapels. In this subject, students will explore their faith through experiential learning and service. They will engage with the various stories found within the Gospel, examine the teachings of Jesus Christ, study the parables, and then seek to express and apply their faith in service and activity.

Christian Studies focuses on the personal, relational, and spiritual perspectives of human experience, and how this relates to the Word as provided by the Gospel. It enables students to investigate and critically reflect on the teachings of Christ, and the relevance of these teachings to their lives.

Careers (compulsory subject 10)

This subject examines the important aspects of working life, enables students to start reflecting and considering their many options for post-school destinations, commences the development of work skills, and the investigation into a broad range of career and study options.

The subject enables students to explore career options, and participate in Work Studies and Work experience to provide experiential learning opportunities.

Visual Art (elective subject Year 7-10)

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.

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.

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. Visual Art equips students for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking. Visual Art encourages students to reflect on and appreciate multiple perspectives and philosophies, and to confidently and creatively contribute and engage in all facets of society to sustain our diverse Australian culture.

Auslan (compulsory subject Year 7/8; Extension Subject available 8-10)

Auslan (Australian Sign Language) is the language of the Deaf[1] community of Australia and is descended from British Sign Language (BSL). Auslan and other signed languages around the world are fully-fledged languages that are visual-gestural in nature. They have a complete set of linguistic structures and are complex and highly nuanced.

Signed languages evolve naturally in Deaf communities in which signers use mutually agreed signs and ways of ordering them to communicate with each other. Signed languages have their own grammar and lexicon which are not based on the spoken language of the country or region although they are influenced by them.

Signed languages fulfil the same functions as spoken languages in meeting the communicative, cognitive, and social needs of a group of human beings. However, the modalities of a visual-gestural language like Auslan and those of an aural-oral language like English are markedly different. Although signed and spoken languages share many linguistic principles, the visual-gestural modality results in some unique features of signed languages not found in spoken languages.

Some linguistic features of Auslan are similar to properties found in spoken languages and others are not. For example, the 26 fingerspelled letters of the Auslan alphabet are based on the 26 letters of English. The occasional contact Auslan has with English, such as in relation to mouthing (the use of lip patterns when signing) or fingerspelling, may support the early stages of learning Auslan for some L2 students, as might the apparent visual motivation of some signs. Although indigenous to the Australian Deaf community, Auslan shares some properties with other signed languages, which may make additional signed languages relatively easy to acquire once learners are fluent in Auslan.

Digital Literature (NEW subject offering commencing 2024 for Year 7/8)

In the modern digital age, the definition of literacy has undergone a profound transformation within the realm of English and literature. The once unchallenged status of books as exclusive repositories of knowledge and storytelling authority is now evolving to better encapsulate the value and expanse of Digital Literature.

Education has always been instrumental in teaching the 'technology' of the time, to enable students make sense of their world and effectively communicate within it. Historically, books played an indispensable role as primary sources of knowledge, preserving the wisdom and stories of generations. However, the advent of the internet and digital technologies has revolutionised the way we access and disseminate information. Despite the shift towards digital resources, traditional books still have their place. They can offer a tangible and immersive experience and still contain relics of wisdom that have not yet ventured into the digital realm. Therefore, it becomes essential for educators to strike a balance between printed and digital materials, ensuring that students develop the necessary skills to navigate and comprehend one for a sense of heritage, but more so, the evolving for an ability to live successfully in their current and future society.

With the growing immersion of technologies into our lives, interactive storytelling enables a different engagement that has broad appeal due to their immersive and captivating nature. The fusion of visuals, sounds, and interactive elements found within the narrative of computer games creates a multi-sensory experience that traditional books are unable to rival. Computer games have now evolved into powerful storytelling platforms allowing players to actively shape the narrative through their choices and actions.

Dr. Mary Debrett, a game studies researcher, emphasises, "Games provide an interactive narrative experience where players become active participants in shaping the story. This level of agency enhances emotional investment and critical thinking." As students engage with diverse narrative forms beyond books, they develop a broader understanding of storytelling techniques and gain exposure to different cultural perspectives. Well-authored books have always catered for a strong vicarious experience. Interactive narratives (the computer game) escalate this into a more simulated experience. Integrating these alternative media into educational settings not only enhances literacy but also nurtures creative expression and aligns it with current and evolving expressions.

This new subject offering takes the student into the very heart of interactive storytelling within computer games as they not only examine narrative structure, composition, theme, and character development, but contribute to it.

Digital Technology (elective subject Year 7-10)

In Digital Technology, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information, and applications to create solutions using both the ability and agility of Information Communication Technologies.

Student's will develop an understanding of the personal, local, and global impact of ICT Technologies, 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 solutions, and evaluate impacts, components, and solutions. They understand that solutions enhance their world and benefit society.

Digital Technology focuses on the knowledge, understanding, and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study, and leisure environments of today including digital solutions, programming, digital media, and robotics.

Students will develop knowledge, understanding and skills across multiple platforms and applications, and will be ethical and responsible users and advocates of ICT, aware of the social, environmental, and legal impacts of their actions.

Drama (elective subject Year 7-10)

The arts are an intellectually engaging intersection of lateral thought and practice. They interrogate the human experience and challenge our understandings by encouraging and provoking alternative ways of seeing, thinking, and doing. They enable us to know and observe our world collectively and as individuals. They reveal a sense of who we are and might become as we make connections and new meaning of the world around us and our place in it. Creative and expressive communication is central to the arts.

Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. New skills are learnt, and knowledge is created through the investigation and experience of valued traditions and practices across various art forms.

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.

Food Technology (elective subject Year 7-10)

Food Technology is the study of food in the context of food science, nutrition, and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Students develop their cooking skills and learn a variety of cooking techniques, that enable students to be prepared for further studies in Hospitality.

Food Technology explores the hospitality industry which has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including food and beverage, accommodation, clubs, and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders. Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options.

Forensic Science (elective subject – Year 9/10)

Forensic Science is the application of science to assist in the judicial process. It consists of a range of different disciplines which often require different underpinning science knowledge. These science disciplines can include fields such as medicine, biology, chemistry, physics, genetics, and anthropology as they explore various forensic science methodologies.

While Forensic Science is often seen as focusing exclusively on law enforcement, Forensic Science can be applied in many areas of the community and industry where the skills of a scientist need to be applied to a problem and the outcome may be presented in a court of law. For instance, a forensic chemist may need to trace a food contamination which may result in presenting their results in court.

This elective is designed to give students an overview of Forensic Science and to see how crime scenes are investigated. Students will learn to observe, collect, analyse, and evaluate evidence associated with criminal cases. Through scientific reasoning and critical thinking, students will evaluate the use of scientific principles as they apply to criminalistics and other life situations.

Students will explore instrumentation commonly used in laboratories to solve crimes, replicate, and compare DNA, learn how to collect, process, and analyse fingerprints, make casts and impressions of footprints and car tyre tracks, collect, and analyse blood samples, undertake mammalian dissections, identify unknown chemical compounds, and use all of these skills to process crime scenes and solve crimes.

Music (elective subject Year 7-10)

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Musicians fulfil many roles in a community — as makers/creators, performers, presenters, journalists, technicians, administrators, and managers.

This subject exposes students to authentic music practices in which they learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. Students will explore and engage with the core of music principles and practices as they create, perform, produce, and respond to their own and others' music works in class, school, and community settings. They will gain practical, technical, and listening skills and make choices to communicate in and through their music. Through the music activities of composing, performing, and responding, they apply techniques, processes, and skills, individually and in groups, to express music ideas that serve particular functions and purposes.

This broad subject covers the areas of Music History (World Music, composers, periods), Theory (core music principles), Music Appreciation ('respond to their own and others' music works', 'listening skills'), Performing ('perform',) and Composing ('create, produce', 'composing').

Religion and Ethics (elective subject Year 9/10)

Religion and Ethics enhances students' understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class, and economic issues. It allows for flexible courses of study that recognise the varied needs and interests of students through investigating topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues, and justice.

The course also explores how these topics are dealt with in various religious, spiritual, and ethical traditions. In the context of this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices; spirituality refers to a transcendent reality that connects a person with humanity and the

universe. The term ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. In a religious sense, beliefs are tenets, creeds, or faiths; religious belief is belief in a power or powers that influence human behaviours.

Students who study this course in Year 10 may be eligible to obtain QCE points for this subject upon approval.

Service Learning (elective subject Year 7-10)

As Christians we are called to Honour God, and one way in which we can do this is to serve each other. IN Matthew 25: 31-33, it is written that:

> *"When the Son of Man comes in his Glory, and all the angels with him, then He will sit on His glorious throne. Before Him will be gathered all the nations, and He will separate people one from another as a shepherd separates the sheep from the goats. And He will place the sheep on his right, but the goats on the left".*

Jesus then tells us that the sheep will inherit the Kingdom. They cared for Him when He was hungry and thirsty, a stranger and naked, sick and in prison. The surprised followers ask Jesus when they did these things for Him and he replies *"Truly, I say to you, as you did it to one of the least of my brothers, you did it to me".*

Service to others is indeed faith active in love. Service involves the selfless giving to, and caring for others, making a difference in their lives by responding to their needs, and doing so without the need for recognition nor reward.

Service Learning is a pedagogical approach in which students study the societal influences that affect people and then look to be an agent of change. Students are challenged to grow in their understanding that Service is not only a personal response to God's love but a broader response as part of one's humanity for the sake of justice for all.

Students will select an area of interest, an aspect of society in which suffering exists, and will look to explore the underlying causes and then seek to be change the lives of those afflicted through prayer, application, and agency.

Social Entrepreneurship (elective subject Year 7/8)

In a world in which there has been such little regard to the world's resources, the environment, and the plight of all peoples of the world for a great many years, there is a growing need for a new style of thinking – one that identifies complex issues and seeks solutions to improve the quality of life and/or that which has a positive impact on the world around us.

This subject introduces students to the concepts of Entrepreneurship and applies these principles and theoretical underpinnings to a Social Enterprise. Students will research and consider a range of potential societal or environmental issues, seek solutions to these challenges, then develop their ideas, products, or program to the point of prototype development and then face a 'Shark Tank' panel to sell their idea for investment potential.

This unique subject offering offers students the opportunity to follow their passions and to find solutions that benefit others in our world. Students may use a variety of mediums for their solution as they aim to solve real-world issues.

Are you ready to change the world?

STEAM (elective subject Year 7/8)

The STEAM elective provides academic extension opportunities for students to invent, build, problem solve and learn about the real-world applications of science and mathematics. Science, Technology, Engineering, Arts and Mathematics (STEAM) is a program of study that is highly practical, interactive, collaborative, and inquiry-based with an emphasis on process-based learning at the heart of the STEAM approach.

STEAM has a focus on real world applications and aims to motivate students to continue their education in these four disciplines. STEAM aims to address modern social issues through intelligent community-based projects. Each semester's STEAM cohort focusses on a specific project.

Our world and the problems found within it are not isolated to a singular discipline of study, but rather to a complex array of interdisciplinary factors and effects. The study of STEAM brings together the theoretical underpinnings of Science, Technology, Engineering, Arts, and Mathematics to solve real world issues. In this course, students will explore the interdisciplinary nature of complex issues and look to the various disciplines for solutions to these problems.

Textiles (elective subject Year 7-10)

The Textiles Industry is a multi-billion-dollar industry that is forecast to grow an average of 7% per annum over the next 10 years. This industry is economically important to consumers and producers in both local and international contexts. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a global industry. It is a dynamic industry that supports a wide variety of vocations, including fashion design, fashion technology, fashion merchandising and fashion sales.

Textiles are an integral part of everyday life, with individuals making choices about what clothing and accessories to wear every day, and in deciding what fabrics and materials are suitable for various applications. Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts and textile applications.

Students investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. Through the design process students engage in design challenges while meeting the needs of clients or develop products to suit design opportunities. This course will also provide the prerequisite skills to enable students to further their studies in Fashion in Year 11/12.

Barracudas Training – Option only available by Invitation

Students in the Bayside Barracudas Rugby League program must select this training option in one of the elective lines in each Semester. During this elective time, students will be released from their normal educational program to undertake a specialised Rugby League Training Course. In this Training regime, students will study game theory, undertake specialised training drills, undertake physical training and conditioning exercises, study food nutrition, sports psychology, and well-being.

Selected Program participants will work with leading Rugby League Coaches, and engage with high-level athletes, trainers, and sports nutritionists, to serve in preparing them for high level sports development and prowess in Rugby League.

Entry into this program is highly competitive and cannot be taken by students who are not in the specialised training program.

While the Australian Curriculum governs the curriculum from Prep-Year 10, the Queensland Curriculum and Assessment Authority (QCAA) governs the curriculum, the assessments, and grading parameters in Years 11/12.

This mandates that the College must follow very specific rules in regard to the content being taught, the number, nature and profile of assessments, the standards of grading and assessment, and rules associated with Academic Integrity.

Senior Years have a number of important outcomes for students. These are explained below:

Senior Education Profile
Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies.

This profile may include a:
- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

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

Senior Statement
The Senior Statement is a transcript of a student's learning account. It shows all Queensland Certificate of Education (QCE) contributing studies/ courses and the results achieved that may contribute to the award of a QCE.

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

Queensland Certificate of Education (QCE)
Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December once a student becomes eligible.

Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

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

Senior Subjects

The QCAA provides five types of Senior Subject Syllabuses:

- Applied;
- General;
- General (Extension);
- General (Senior External Examination); and
- Short Course.

Results in Applied and General subjects can contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR*) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

*The ATAR is the ranked score that is used to apply for university admission.

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

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

Applied and Applied (Essential) Syllabuses

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

All Senior Syllabuses are underpinned by:

- Literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- Numeracy — the knowledge, skills, behaviours, and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

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

- Applied Learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts;
- Community Connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom; and
- Core Skills for Work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

General Syllabuses

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

All Senior Syllabuses are underpinned by:
- <u>Literacy</u> — the set of knowledge and skills about language and texts essential for understanding and conveying content; and
- <u>Numeracy</u> — the knowledge, skills, behaviours, and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

In addition to literacy and numeracy, General syllabuses are underpinned by:
- <u>21st Century Skills</u> — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Vocational Education and Training (VET)

Students can access VET programs through the school if it:
- is a registered training organisation (RTO);
- has a third-party arrangement with an external provider who is an RTO; and
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:
- best <u>five</u> General subject results or
- best results in a combination of <u>four</u> General subject results <u>plus</u> an Applied subject result <u>or</u> a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English Requirement

1. **Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.**

2. **Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.**

3. **While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.**

Applied and Applied (Essential) Syllabuses

Course overview
Applied and Applied (Essential) syllabuses are developmental four-unit courses of study.

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

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation. A course of study for Applied syllabuses includes core topics and elective areas for study.

Assessment
Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result. Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses <u>do not use</u> external assessment.

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

Essential English and Essential Mathematics — Common Internal Assessment
For the two Applied (Essential) syllabuses, students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each of these subjects and the other summative assessment is a Common Internal Assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:
- developed by the QCAA;
- common to all schools;
- delivered to schools by the QCAA;
- administered flexibly in Unit 3;
- administered under supervised conditions; and
- marked by the school according to a common marking scheme developed by the QCAA.

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

Summative Internal Assessment — Instrument-Specific Standards
The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

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

General Syllabuses

Course Overview
General syllabuses are developmental four-unit courses of study.

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

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

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

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

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

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

Units 3 and 4 Assessments
Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

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

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

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

Instrument-Specific Marking Guides
Each syllabus provides Instrument-Specific Marking Guides (ISMGs) for summative internal assessments.

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

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

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

External Assessment

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

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

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

QCAA Subjects on Offer at Bayside Christian College

As students progress in the Senior School, the courses on offer begin to progressively specialise, in preparation for the Year 11/ 12 external syllabus.

In 2024, the Year 11 and 12 subjects on offer are as follows:

Mathematics	Essential Mathematics	General Mathematics	Mathematic Methods	Specialist Mathematics	
English	Essential English	English	Literature		
Business/ HASS	Business	Legal Studies	Tourism	Ancient History	Religion and Ethics
Technology	Hospitality in Practice	Fashion	Food & Nutrition	ICT	
Art	Visual Arts in Practice	Music	Media Arts		
Sciences	Aquatic Practices	Marine Science	Chemistry	Biology	Physics
Sport	Sport and Recreation			Science in Practice	Psychology

The College offers:
- ALL Mathematics courses available at Senior Syllabus level;
- ALL English courses available at Senior Syllabus level;
- 7 Science subjects;
- 5 Business/ HASS subjects;
- 2 Art subjects (with Drama to be added in 2025);
- 1 Sports Subject (with Physical Education Studies to be added when sufficient interest exists); and
- 5 Technology based subjects.

Together, these subjects present a broad range of curriculum offerings that enable students to prepare for:
- all university courses such as Medicine, Biomedical Science, Veterinary studies, Engineering, Education, Journalism, Human Resource Management, Business, The Arts, Cybersecurity, ICT, Computer Science … to name but a few;
- to prepare for further study at TAFE; or to be
- job-ready at the end of Year 12.

Students can select subjects that are more academically demanding that represent a solid preparation for tertiary education or more practical subjects that enable them to seek employment and/or further training in a broad range of applied and skill-based industries.

Students can also undertake, school-based apprenticeship, undertake Certificate courses from TAFE or other providers, and even commence their university subjects whilst at school (subject to successful application).

Our College welcomes you to join the growing number of students who are leaving a legacy of excellence in their chosen field of endeavour and those ready to leave their mark in the world!

Essential English (Applied 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. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept, or challenge the values and attitudes in these texts.

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students will:
- *use patterns and conventions of genres to suit particular purposes and audiences.*
  When students use patterns and conventions of genres, they construct a range of text types with appropriate structures and layout. In their development of texts, students demonstrate their understanding of genres and their features as influenced by purpose and audience;

- *use appropriate roles and relationships with audiences*.
  When students use appropriate roles and relationships, they establish and maintain their role as the writer/speaker/signer/designer of a text and set up and sustain a relationship with the audience within a specific context to suit particular purposes. To do this, students demonstrate their understanding of the relationship between context, audience, and purpose of a text by making decisions about language, subject matter, register and language features;

- *construct and explain representations of identities, places, events, and concepts*.
  When students construct representations, they develop points of view conveying attitudes, values, and beliefs by devising textual constructions of identities, places, events, and concepts. When students explain representations, they explore how identities, places, events, and concepts are constructed in texts and shape meaning;

- *make use of and explain the ways cultural assumptions, attitudes, values, and beliefs underpin texts and influence meaning.*
  When students create texts, they make use of the ways cultural assumptions, attitudes, values, and beliefs underpin texts to influence meaning. When students explain the ways cultural assumptions, attitudes, values, and beliefs underpin texts, they think carefully about how these influence meaning in texts, and apply their knowledge to explain how texts invite audiences to take up positions;

- *explain how language features and text structures shape meaning and invite particular responses.*
  When students explain how language features and text structures shape meaning, they think carefully about the relationship between genre, context, audience, and purpose, and then apply their knowledge to explain how language features and text structures shape meaning and purposefully invite an audience to respond to the text in particular ways;

- *select and use subject matter to support perspectives.*
  When students select and use subject matter, they make purposeful choices about the inclusion of material to support perspectives, and use ideas and information purposefully, according to genre;

- *sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts.*
  When students sequence subject matter, they place information in a continuous or connected manner to achieve particular purposes and use mode-appropriate cohesive devices to connect parts of texts;

- *make mode-appropriate language choices according to register informed by purpose, audience, and context.*
  When students make mode-appropriate language choices, they demonstrate their understanding of a range of formal and informal registers. They do this by using and controlling language appropriate for the intended purpose, audience, context, and text type (including non-verbal language, such as body language and gestures) to express meaning and invite audiences to take up positions; and

- *use language features to achieve particular purposes across modes.*
  When students use language features, they apply their knowledge of grammar, vocabulary, and language structures to express meaning in texts for particular purposes, across all modes. Students also select language features specific to the mode of a text.

Language features specific to a mode include:
  - written, e.g. conventional spelling and punctuation;
  - spoken/signed, e.g. pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence;
  - non-verbal, e.g. facial expressions, gestures, proximity, stance, movement; and
  - complementary features, including visual and digital features such as graphics, still and moving images, design elements, music, and sound effects.

General English (General Subject)

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

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

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features, and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums, and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of

the world and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

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

Objectives
By the conclusion of the course of study, students will:
-   *use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations.*
    When students use patterns and conventions of genres, they apply knowledge and understanding of them to purposefully construct texts by combining elements to form a coherent whole. In their development of texts, students demonstrate understanding of genres and their features as influenced by cultural contexts and social situations;

-   *establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences.*
    When students establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences, they set up and sustain a purposeful relationship within a specific context to create a rapport with, position, or have a particular influence over, the audience. Students demonstrate their understanding of the relationship between context, audience, and purpose of a text by making decisions about language, subject matter, register and mode-appropriate features;

-   *create and analyse perspectives and representations of concepts, identities, times, and places.*
    When students create perspectives and representations, they develop points of view and devise textual constructions of concepts, identities, times, and places. When students analyse perspectives and representations, they examine in detail how meaning is constructed in texts;

-   *make use of and analyse the ways cultural assumptions, attitudes, values, and beliefs underpin texts and invite audiences to take up positions.*
    When students create texts that make use of cultural assumptions, attitudes, values, and beliefs, they manipulate these to invite audiences to take up positions. When students analyse, they examine in detail the ways cultural assumptions, attitudes, values, and beliefs underpin texts and explore how these invite audiences to take up positions;

-   *use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts.*
    When students use aesthetic features and stylistic devices (the aspects of texts that prompt emotional and critical reactions) to achieve purposes, they apply their knowledge and understanding of these to express a thought, feeling, idea or viewpoint to purposefully invite an audience to respond in a particular way. When students analyse the effects of aesthetic features and stylistic devices in texts, they examine those features and devices in detail to explore how they shape meaning and invite audiences to respond in particular ways;

-   *select and synthesise subject matter to support perspectives.*
    When students select subject matter, they make purposeful choices about the inclusion of material to support perspectives. When students synthesise, they combine elements to construct coherent texts.

- *organise and sequence subject matter to achieve particular purposes.*
  When students organise subject matter, they arrange material systematically and purposefully, e.g. by paragraphing. When students sequence subject matter, they place information in a continuous or connected manner to achieve particular purposes;

- *use cohesive devices to emphasise ideas and connect parts of texts.*
  When students use cohesive devices, they apply mode-appropriate language structures to emphasise and develop ideas, and connect parts of texts;

- *make language choices for particular purposes and contexts.*
  When students make language choices, they make decisions about the selection of vocabulary that is appropriate to particular purposes and contexts;

- *use grammar and language structures for particular purposes*.
  When students use grammar, they apply knowledge of morphology and syntax to create and express meaning in texts. When students use language structures, they systematically arrange words, phrases, clauses, and sentences to express meaning in texts for particular purposes; and

- *use mode-appropriate features to achieve particular purposes*.
  When students use mode-appropriate features, they select written, spoken/signed, visual, non-verbal, or digital features appropriate to the text type to express meaning in texts for particular purposes. Mode-appropriate features include:
    - written, e.g. conventional spelling and punctuation;
    - spoken/signed, e.g. pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence;
    - non-verbal, e.g. facial expressions, gestures, proximity, stance, movement; and
    - complementary features, including digital features such as graphics, still and moving images, design elements, music, and sound effects.

Literature (General Subject)

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:
- the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts;
- the 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;
- 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; and
- 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

Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in 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.*
When students use patterns and conventions of genres, they apply their knowledge and understanding of them to purposefully construct texts by combining elements to form a coherent whole. In their development of texts, students demonstrate their understanding of genres and their features as influenced by cultural contexts and social situations;

– *establish and maintain roles of writer/speaker/signer/designer and relationships with audiences.*
When students establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences, they set up and sustain, a purposeful relationship within a specific context to create a rapport with, or have a particular influence over, the audience. To do this, students demonstrate their understanding of the relationship between context, audience, and purpose of a text by making decisions about language, subject matter, register and mode-appropriate features;

– *create and analyse perspectives and representations of concepts, identities, times, and places.*
When students create perspectives and representations, they develop points of view and devise textual constructions of concepts, identities, times, and places. When students analyse perspectives and representations, they examine in detail how meaning is constructed in texts;

– *make use of and analyse the ways cultural assumptions, attitudes, values, and beliefs underpin texts and invite audiences to take up positions.*
When students create texts that make use of cultural assumptions, attitudes, values, and beliefs, they manipulate these to invite audiences to take up positions. When students analyse, they examine in detail the ways cultural assumptions, attitudes, values, and beliefs underpin texts and explore how these invite audiences to take up positions;

– *use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts.*
When students use aesthetic features and stylistic devices (the aspects of texts that prompt emotional and critical reactions) to achieve purposes, they apply their knowledge and understanding of these to express a thought, feeling, idea or viewpoint to purposefully invite an audience to respond in a particular way. When students analyse the effects of aesthetic features and stylistic devices in texts, they examine those features and devices in detail to explore how they shape meaning and invite audiences to respond in particular ways;

– *select and synthesise subject matter to support perspectives.*
When students select subject matter, they make purposeful choices about the inclusion of material to support perspectives. When students synthesise, they combine elements to construct coherent texts. 7. organise and sequence subject matter to achieve particular purposes When students organise subject matter, they arrange material systematically and purposefully, e.g. by paragraphing. When students sequence subject matter, they place information in a continuous or connected manner to achieve particular purposes;

- *use cohesive devices to emphasise ideas and connect parts of texts*.
  When students use cohesive devices, they apply mode-appropriate language structures to emphasise and develop ideas, and connect parts of texts;

- *make language choices for particular purposes and contexts*.
  When students make language choices, they make decisions about the selection of vocabulary that is appropriate to particular purposes and contexts;

- *use grammar and language structures for particular purposes*.
  When students use grammar, they apply knowledge of morphology and syntax to create and express meaning in texts. When students use language structures, they systematically arrange words, phrases, clauses, and sentences to express meaning in texts for particular purposes; and

- *use mode-appropriate features to achieve particular purposes*.
  When students use mode-appropriate features, they select written, spoken/signed, visual, non-verbal, or digital features appropriate to the text type to express meaning in texts for particular purposes. Mode-appropriate features include:
    - written, e.g. conventional spelling and punctuation;
    - spoken/signed, e.g. pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence;
    - non-verbal, e.g. facial expressions, gestures, proximity, stance, movement; and
    - complementary features, including digital features such as graphics, still and moving images, design elements, music, and sound effects.

Essential Mathematics (Applied Subject)

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
Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education, or work. 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 will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

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

– *select, recall, and use facts, rules, definitions, and procedures drawn from Number, Data, Location and time, Measurement and Finance.*
When students select, recall and use facts, rules, definitions, and procedures, they recognise particular features of remembered information and consider its accuracy and relevance. They present facts, rules, definitions, and procedures and put them into effect, performing calculations with and without the use of technology;

– *comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.*
When students comprehend, they understand the meaning, nature, and purpose of the mathematics they are learning. They identify, articulate, and symbolise the critical elements of the relevant concepts and techniques, making connections between topics and between the 'why' and the 'how' of mathematics;

– *communicate using mathematical, statistical, and everyday language and conventions.*
When students communicate, they use mathematical and statistical terminology, symbols, conventions, and everyday language to organise and present information in graphical and symbolic form, and describe and represent mathematical and statistical models;

– *evaluate the reasonableness of solutions*.
When students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation. They reflect on whether the problem has been solved by using estimation skills and checking calculations, using their knowledge of relevant facts, rules, definitions, and procedures. They make an appraisal by assessing strengths, implications, and limitations of solutions and/or models with and without technology, and use this to consider if alternative methods or refinements are required;

– *justify procedures and decisions by explaining mathematical reasoning*.
When students justify procedures and decisions by explaining mathematical reasoning, they describe their mathematical thinking in detail, identifying causes and making relationships evident, constructing mathematical arguments, and providing reasons for choices made and conclusions reached. Students use their conceptual understanding to connect what they already know to new information. Mathematical reasoning is rigorous and requires clarity, precision, completeness, and due regard to the order of statements; and

– *solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.*
When students solve problems by applying mathematical concepts and techniques, they analyse the context of the problem and make decisions about the concepts, techniques and technology that must be used to develop a solution. They analyse, generalise, and translate information into a mathematically workable format, synthesise and refine models, and generate and test hypotheses with primary or secondary data and information.

General Mathematics (General Subject)

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

General Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science, and the arts.

Objectives

By the conclusion of the course of study, students will:
  – *select, recall, and use facts, rules, definitions, and procedures drawn from Number and algebra, Measurement and geometry, Statistics and Networks and matrices*.
  When students select, recall and use facts, rules, definitions, and procedures, they recognise particular features of remembered information and consider its accuracy and relevance. They present facts, rules, definitions, and procedures and put them into effect, performing calculations with and without technology;

  – *comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics and Networks and matrices.*
  When students comprehend, they understand the meaning, nature, and purpose of the mathematics they are learning. They identify, articulate, and symbolise the critical elements of the relevant concepts and techniques, making connections between topics and between the 'why' and the 'how' of mathematics;

  – *communicate using mathematical, statistical, and everyday language and conventions*.
  When students communicate, they use mathematical and statistical terminology, symbols, conventions, and everyday language to organise and present information in graphical and symbolic form, and describe and represent mathematical and statistical models;

  – *evaluate the reasonableness of solutions.*
  When students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation. They reflect on whether the problem has been solved by using estimation skills and checking calculations using their knowledge of relevant facts, rules, definitions, and procedures. They make an appraisal by assessing strengths, implications, and limitations of solutions and/or models, with and without technology, and use this to consider if alternative methods are required;

- *justify procedures and decisions by explaining mathematical reasoning.*
  When students justify procedures and decisions by explaining mathematical reasoning, they describe their mathematical thinking in detail, identifying causes and making relationships evident, constructing mathematical arguments, and providing reasons for choices made and conclusions reached. Students use their conceptual understanding to connect what they already know to new information. Mathematical reasoning is rigorous and requires clarity, precision, completeness, and due regard to the order of statements; and

- *solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics and Networks and matrices.*
  When students solve problems by applying mathematical concepts and techniques, they analyse the context of the problem and make decisions about the concepts, techniques and technology that must be used to develop a solution. They analyse, generalise, and translate information into a mathematically workable format, synthesise and refine models, and generate and test hypotheses with primary or secondary data and information.

Mathematical Methods (General Subject)

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
Mathematical Methods is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives
By the conclusion of the course of study, students will:
- *select, recall, and use facts, rules, definitions, and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.*
  When students select, recall and use facts, rules, definitions, and procedures, they recognise particular features of remembered information and consider its accuracy and relevance. They present facts, rules, definitions, and procedures and put them into effect, performing calculations with and without the use of technology;

- *comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics*.
  When students comprehend, they understand the meaning, nature, and purpose of the mathematics they are learning. They identify, articulate, and symbolise the critical elements of the relevant concepts and techniques, making connections between topics and between the 'why' and the 'how' of mathematics;

- *communicate using mathematical, statistical, and everyday language and conventions*.
  When students communicate, they use mathematical and statistical terminology, symbols, conventions, and everyday language to organise and present information in graphical and symbolic form, and describe and represent mathematical and statistical models;

- *evaluate the reasonableness of solutions*.
  When students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation. They reflect on whether the problem has been solved by using estimation skills and checking calculations using their knowledge of relevant facts, rules, definitions, and procedures. They make an appraisal by assessing strengths, implications, and limitations of solutions and/or models with and without technology, and use this to consider if alternative methods or refinements are required;

- *justify procedures and decisions by explaining mathematical reasoning*.
  When students justify procedures and decisions by explaining mathematical reasoning, they describe their mathematical thinking in detail, identifying causes and making relationships evident, constructing mathematical arguments, and providing reasons for choices made and conclusions reached. Students use their conceptual understanding to connect what they already know to new information. Mathematical reasoning is rigorous and requires clarity, precision, completeness, and due regard to the order of statements; and

- *solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics*.
  When students solve problems by applying mathematical concepts and techniques, they analyse the context of the problem and make decisions about the concepts, techniques and technology that must be used to develop a solution. They analyse, generalise, and translate information into a mathematically workable format, synthesise and refine models, and generate and test hypotheses with primary or secondary data and information.

Specialist Mathematics* (General Subject)

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 is 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.

If this Subject is selected, then the student must also study Mathematical Methods

Pathways

Specialist Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of Science, all branches of Mathematics and Statistics, Computer Science, Medicine, Engineering, Finance, and Economics.

Objectives

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

– *select, recall, and use facts, rules, definitions, and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.*
When students select, recall and use facts, rules, definitions, and procedures, they recognise particular features of remembered information and consider its accuracy and relevance. They choose relevant facts, rules, definitions, and procedures and put them into effect, performing calculations with and without the use of technology;

– *comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.*
When students comprehend, they understand the meaning, nature, and purpose of the mathematics they are learning. They identify, articulate, and symbolise the critical elements of the relevant concepts and techniques, making connections between topics and between the 'why' and the 'how' of mathematics;

– *communicate using mathematical, statistical, and everyday language and conventions.*
When students communicate, they use mathematical and statistical terminology, symbols, conventions, and everyday language to organise and present information in graphical and symbolic form, and describe and represent mathematical and statistical models;

– *Evaluate the reasonableness of solutions.*
When students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation. They reflect on whether the problem has been solved by using estimation skills and checking calculations using their knowledge of relevant facts, rules, definitions, and procedures. They make an appraisal by assessing strengths, implications, and limitations of solutions and/or models with and without technology, and use this to consider if alternative methods or refinements are required;

– *justify procedures and decisions by explaining mathematical reasoning.*
When students justify procedures and decisions by explaining mathematical reasoning, they describe their mathematical thinking in detail, identifying causes and making relationships evident, constructing mathematical arguments, proving propositions, and providing reasons for choices made and conclusions reached. Students use their conceptual understanding to connect what they already know to new information. Mathematical reasoning is rigorous and requires clarity, precision, completeness, and due regard to the order of statements; and

– *solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.*
When students solve problems by applying mathematical concepts and techniques, they analyse the context of the problem and make decisions about the concepts, techniques and technology that must be used to develop a solution. They analyse, generalise, and translate information into a mathematically workable format, synthesise and refine models, and generate and test hypotheses with primary or secondary data and information.

Business (General Subject)

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information (see Section 1.2.5). Students learn business concepts, theories, processes 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, interpret and synthesise business data and information. Students evaluate strategies using 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

Business is a General subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors. A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Objectives

By the conclusion of the course of study, students will:
- *describe business environments and situations;*
- *explain business concepts, strategies and processes;*
- *select and analyse business data and information;*
- *interpret business relationships, patterns and trends to draw conclusions;*
- *evaluate business practices and strategies to make decisions and propose recommendations; and*
- *create responses that communicate meaning to suit purpose and audience.*

Legal Studies (General Subject)

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 make decisions, or 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 case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue, 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

Legal Studies is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in 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 Legal Studies students gain are transferable to all discipline areas and post-schooling tertiary pathways.

Objectives

By the conclusion of the course of study, students will:
- *comprehend legal concepts, principles, and processes*.
  When students comprehend legal concepts, principles, and processes, they identify features and examples to demonstrate understanding. Comprehending includes describing, explaining, translating knowledge into symbolic representations, constructing diagrams, and using legal terminology;

- *select legal information from sources*.
  When students select legal information from sources, they choose legal information from primary and/or secondary sources, for example, case law, legal databases, legislation, government, and other institutional websites, published reports, media and expert commentaries, and lobbyist statements. Students make these choices based on currency and relevance, and use a recognised system of referencing to document and acknowledge sources;

- *analyse legal issues*.
  When students analyse legal issues, they use legal information to apply legal concepts, principles, and processes to determine the nature and scope of the issue and to examine viewpoints and consequences;

- *evaluate legal situations.*
  When students evaluate legal situations, they use knowledge from their analysis to present legal alternatives then make a decision or propose recommendation/s to resolve the situation. Students synthesise information to justify the decision or recommendation/s using legal criteria, and discuss their implications; and

- *create responses that communicate meaning.*
  When students create a response, they use their knowledge to communicate meaning according to the intended purpose. Students use language conventions and genres that suit the context and convey legal meaning.

Tourism (Applied Subject)

'Tourism industry' is an umbrella term used to describe the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in entertainment, culture, conferences, adventure, shopping, dining, challenges, and self-development or visiting friends and relatives.

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

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

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

Pathways
A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and

events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Objectives

Dimension 1: Knowing and Understanding

Knowing and understanding refers to the ability to recall and describe the concepts of tourism using associated terminology. It involves retrieving relevant knowledge from memory, constructing meaning from instructional messages, and recognising, interpreting, explaining, and demonstrating understanding of the tourism industry, tourism experiences and issues and opportunities related to sustainability. By the conclusion of the course of study, students should:

- recall terminology associated with tourism and the tourism industry;
- describe and explain tourism concepts and information; and
- identify and explain tourism issues or opportunities.

Dimension 2: Analysing and Applying

Analysing and applying refers to the ability to examine essential aspects of tourism and the relationships between them, and use concepts and ideas, knowledge, understanding and skills in various tourism contexts. It involves investigating tourism concepts and information, analysing tourism issues and opportunities, and using language conventions and features to communicate for specific purposes. By the conclusion of the course of study, students should:

- analyse tourism issues and opportunities;
- apply tourism concepts and information from a local, national, and global perspective; and
- communicate meaning and information using language conventions and features relevant to tourism contexts.

Dimension 3: Planning and Evaluating

Planning and evaluating refers to reflecting on tourism concepts and considering ways to improve tourism outcomes. Planning refers to the communication, management, and organisation of resources. Evaluating refers to reflecting on the processes, strategies, and outcomes of tourism inquiries. By the conclusion of the course of study, students should:

- generate plans based on consumer and industry needs;
- evaluate concepts and information within tourism and the tourism industry; and
- draw conclusions and make recommendations.

Ancient History (General Subject)

Ancient History is concerned with studying people, societies, and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, 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 exist 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.

Ancient History enables inquiry-based learning, where students investigate the past by analysing and interpreting archaeological and written evidence. 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. Throughout the course of study, students develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, and significant historical periods. Students investigate the problematic nature of evidence and pose increasingly complex questions about the past. They use their skills of historical inquiry, analysis, and interpretation of sources to formulate reasoned responses. The development of these skills is cumulative, with students showing understanding of different and sometimes conflicting perspectives of the past.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing 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
Ancient History is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in 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. The skills developed in Ancient History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments, and reflect on their decisions.

Objectives
By the conclusion of the course of study, students will:
- *comprehend terms, concepts, and issues.*
  When students comprehend terms, concepts, and issues, they acquire an understanding about matters proceeding from any cause, effect, outcome, or consequence; and any general notion or idea that is used to develop an understanding of the past. They establish links between information to understand the nature and significance of historical concepts (e.g. evidence, continuity and change, and perspectives) and general concepts (e.g. democracy, imperialism, and liberalism);

- *devise historical questions and conduct research*.
  When students devise historical questions and conduct research, they frame a key inquiry question and sub-questions and develop a research plan to guide an investigation. They understand the complexities within the research that is generated from these questions. Students locate and organise information from primary and secondary sources, and they identify and practise a research process. 3. analyse evidence from historical sources to show understanding When students analyse evidence from historical sources to show understanding, they identify the features, which may include origin, motive, audience, perspective, context, explicit meanings, and implicit meanings. They use this information to break down, examine and/or interpret these features;

- *synthesise evidence from historical sources to form a historical argument*.
  When students synthesise evidence from historical sources to form a historical argument, they select and combine information into a coherent whole. This synthesis may be used to support historical arguments and/or justify decisions about, for example ideas, evidence, continuity and change, cause and effect, significance, perspectives, contestability, and interpretations;

- *evaluate evidence from historical sources to make judgments.*
  When students evaluate evidence from historical sources to make judgments, they assess usefulness and reliability. They make judgments about this information and different perspectives of individuals and groups in the past, how they evolved, and how these are shaped by the author's perspective. They assess contested views about the past to understand the provisional nature of historical knowledge. Based on their interpretations, students arrive at reasoned and corroborated judgments; and

- *create responses that communicate meaning to suit purpose.*
  When students create responses that communicate meaning to suit purpose, they present an account that integrates evidence from sources to explain the past and to develop arguments. They select and use text forms and language conventions and use recognised conventions of referencing that support ethical scholarship.

Religion and Ethics (Applied Subject)

Religion and Ethics enhances students' understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class, and economic issues. It allows for flexible courses of study that recognise the varied needs and interests of students through investigating topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues, and justice. The course also explores how these topics are dealt with in various religious, spiritual, and ethical traditions.

In the context of this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices; spirituality refers to a transcendent reality that connects a person with humanity and the universe. The term ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. In a religious sense, beliefs are tenets, creeds, or faiths; religious belief is belief in a power or powers that influence human behaviours.

Religion and Ethics focuses on the personal, relational, and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society. Within this syllabus, the focus is on students gaining knowledge and understanding, on developing the ability to think critically, and to communicate concepts and ideas relevant to their lives and the world in which they live.

Learning experiences should be practical and experiential in emphasis. A course of study should recognise the benefits of networking within the community. This will include involvement with religious communities, charities, welfare and service groups and organisations that are engaged in areas related to ethics and justice. It is important that students learn to respect and interact with members of the wider community who may express beliefs and values different from their own.

Pathways
A course of study in Religion and Ethics can establish a basis for further education and employment in any field, as it helps students develop the skills and personal attributes necessary for engaging efficiently, effectively, and positively in future life roles. It provides them with opportunities to gain knowledge and understanding of themselves as human beings, to clarify their personal beliefs and ethical values, and to assess their personal choices, vision, and goals. It helps students develop an understanding of themselves in the context of their family, their community, and the workplace. The focus on citizenship, the sense of community and service, ethical principles, moral understanding and reasoning, and the responsibilities of the individual within the community provide students with skills and attitudes that contribute to lifelong learning, and a basis for engaging with others in diverse settings, including further education and the workforce.

Objectives
Dimension 1: Knowing and Understanding
Knowing and understanding refers to the concepts, ideas and perspectives of human experience related to religion, beliefs, and ethics.
By the conclusion of the course of study, students should:
- recognise and describe concepts, ideas and terminology about religion, beliefs, and ethics;
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational, and spiritual perspectives of life and society; and
- explain viewpoints and practices1 related to religion, beliefs, and ethics.

Dimension 2: Applying and Examining
Applying and examining refers to the application of concepts, ideas, and strategies to investigate and analyse perspectives and viewpoints about religion, beliefs, and ethics. When students apply and examine, they draw on their learning from Knowing and understanding.

By the conclusion of the course of study, students should:
- organise information and material related to religion, beliefs, and ethics;
- analyse perspectives, viewpoints and practices related to religion, beliefs, and ethics;
- apply concepts and ideas to make decisions about inquiries; and
- use language conventions and features to communicate ideas and information, according to purposes.

Dimension 3: Producing and Evaluating
Producing and evaluating refers to the management of resources and the planning and communication of outcomes in response to inquiries about religion, beliefs, and ethics. It involves synthesis of concepts and ideas and reflection on the processes, strategies, and outcomes of inquiries about religion, beliefs, and ethics. When students produce and evaluate, they draw on their learning in Knowing and understanding and Applying and examining.

By the conclusion of the course of study, students should:
- plan and undertake inquiries about religion, beliefs, and ethics;
- communicate the outcomes of inquiries to suit audiences; and
- appraise inquiry processes and the outcomes of inquiries.

Hospitality Practices (Applied Subject)

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. Through this focus, students develop an understanding of hospitality and the structure, scope, and operation of related activities in the food and beverage sector.

A course of study consists of three core topics — navigating the hospitality industry, working effectively with others, and hospitality in practice. The core topics describe concepts and ideas and the associated knowledge, understanding and skills fundamental to the hospitality industry, and are delivered through electives. The three electives — kitchen operations, beverage operations and service, and food and beverage service — represent key employment areas within the food and beverage sector, enabling students to develop a solid understanding of the sector.

The subject enables students to develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Students plan and implement at least one actual event in a hospitality context by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4), Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

As well, students examine and evaluate industry practices from the food and beverage sector. Students develop awareness of industry workplace culture and practices and develop the skills, processes, and attitudes desirable for future employment in the sector. They have opportunities to develop personal attributes that contribute to employability, including the abilities to communicate, connect and work with others, plan, organise, solve problems, and navigate the world of work.

Pathways
A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation, and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Objectives
Dimension 1: Knowing and Understanding
The dimension Knowing and understanding involves students building connections between new knowledge and their prior knowledge of hospitality. Students describe and explain concepts and ideas and associated knowledge, understanding and skills fundamental to the food and beverage sector.

By the conclusion of the course of study, students should:
- explain concepts and ideas from the food and beverage sector; and
- describe procedures in hospitality contexts from the food and beverage sector.

Dimension 2: Examining and Applying
The dimension Examining and applying involves students examining core concepts and ideas and procedures to establish relationships across industry practices from the food and beverage sector. They apply production and service skills to make decisions to produce products and perform services for events in hospitality contexts. They communicate ideas and information for specific purposes. When students examine and apply, they draw on their learning from Knowing and understanding. Hospitality Practices.

By the conclusion of the course of study, students should:
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector;
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers; and
- use language conventions and features to communicate ideas and information for specific purposes.

Dimension 3: Planning and Evaluating
The dimension Planning and evaluating involves students planning for actual and simulated events in hospitality contexts and justifying decisions and critiquing the planning and implementation. Students evaluate industry practices from the food and beverage sector by assigning merit according to criteria. When students plan and evaluate, they draw on their learning in Knowing and understanding and Examining and applying.

By the conclusion of the course of study, students should:
- plan, implement and justify decisions for events in hospitality contexts;
- critique plans for, and implementation of, events in hospitality contexts; and
- evaluate industry practices from the food and beverage sector.

Fashion (Applied Subject)

Fashion is an integral part of everyday life, with individuals making choices about what clothing and accessories to wear. Identity often shapes and is shaped by fashion choices. Fashion choice is determined through the integration of two or more of the following — culture, history, function (e.g. occasion, employment, or recreation requirements), economic considerations, personal taste, peer group, availability, and trends. Fashion choice ranges from the purely practical to the highly aesthetic and esoteric.

Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts. Students undertake group work and individual projects. They manage personal projects and are encouraged to work independently on some tasks.

The subject Fashion explores what underpins fashion culture, technology, and design. It incorporates the study of three core topics — 'Fashion culture', 'Fashion technologies' and 'Fashion design'. Fashion culture explores fashion history, trends, and fashion careers. Fashion technologies examine textiles and materials1 and the technical skills required for garment, accessory, and adornment construction. 'Fashion design' focuses on the design process and visual literacies.

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

Fashion has a practical focus where students learn through doing as they engage in a design process to plan, generate, and produce fashion items. Students investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices.

Through the design process students engage in design challenges while meeting the needs of clients or develop products to suit design opportunities. Students investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

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

Objectives
Dimension 1: Knowing and Understanding
In Knowing and understanding, students demonstrate their knowledge of fashion culture, technologies, and design by retrieving relevant knowledge from long-term memory. They demonstrate understanding by constructing meaning from instructional messages, through recognising, interpreting, explaining, and demonstrating elements and principles of fashion design and learnt technical skills.

By the conclusion of the course of study, students should:
- identify and interpret fashion fundamentals;
- explain design briefs; and
- demonstrate elements and principles of fashion design and technical skills in fashion contexts.

Dimension 2: Analysing and Applying

In Analysing and applying, students analyse by breaking information into its constituent parts and determine how the parts relate to each other and to an overall structure or purpose. This may involve students in differentiating, organising, and attributing. When students apply they carry out or use a procedure in a given situation. This may involve students in executing and implementing.

By the conclusion of the course of study, students should:
- analyse fashion fundamentals;
- apply fashion design processes;
- apply technical skills and design ideas related to fashion contexts; and
- use language conventions and features to achieve particular purposes.

Dimension 3: Evaluating and Creating

In Evaluating and creating, students evaluate by making judgments based on evidence, criteria, and standards. This may include checking and critiquing. When students create, they put elements together to form a coherent or functional whole or reorganise elements in a new way. This may include generating, planning, and producing.

By the conclusion of the course of study, students should:
- generate, modify, and manage plans and processes;
- synthesise ideas and technical skills to create design solutions;
- evaluate design ideas and products; and
- create communications that convey meaning to audiences.

Food & Nutrition (General Subject)

Food & Nutrition is the study of food in the context of food science, nutrition, and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research, and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable, and technological futures.

Food & Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals, and protein-based food, as well as food safety, spoilage, and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage. In Unit 4, students develop an awareness of the interdisciplinary nature of food science, nutrition, and technologies in relation to solving food and nutrition problems and improving safety, nutrition, convenience, transparency, and accessibility for the consumer, as well as considering the wider impacts and implications of the solution.

Using a problem-based learning approach, students learn to apply their food science, nutrition, and technologies knowledge to solve real-world food and nutrition problems. This includes: exploring problems; developing ideas; generating, communicating, and testing solutions; and evaluating the process and solutions. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation, and analysis. Food & Nutrition is inclusive of students' needs, interests, and

aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition.

Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition.

In Food & Nutrition, students learn transferable 21st century skills that support their aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences. These skills enable students to innovate and collaborate with people in the fields of science, technology, engineering, and health to create solutions to contemporary problems in food and nutrition.

Pathways

Food & Nutrition is a General subject suited to students who are interested in pathways beyond school that lead to further education, training, and employment. A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering, and health.

Objectives

By the conclusion of the course of study, students should:
- *recognise and describe food and nutrition facts and principles*.
  When students recognise, they identify or recall characteristics of facts and principles related to food and nutrition problems. When describing, students give an account (written or spoken) of the characteristics of food and nutrition facts and principles in a range of contexts;

- *explain food and nutrition ideas and problems*.
  When students explain, they make an idea or problem clear by describing it in more detail and revealing relevant facts;

- *analyse problems, information, and data.*
  When students analyse, they dissect problems, information, and data to ascertain and examine constituent parts and/or their relationships. They identify characteristics and constraints, the relationships between them, and the reasonableness of information and data related to the problem in order to develop a brief;

- *determine solution requirements and criteria.*
  When students determine solution requirements, they establish, conclude, or ascertain the needs of food and nutrition stakeholders. They decide or come to a resolution, to either clarify prescribed criteria or deduce self-determined criteria, which will be used to evaluate the solution;

- *synthesise information and data.*
  When students synthesise, they combine and integrate information and data from research and experiments into a whole in order to create new understanding. When students develop ideas, they use new understandings to devise strategies and processes as alternative solutions to a food and nutrition problem. They choose a solution and elaborate, expand, or enlarge their ideas in detail;

- *generate solutions to provide data to determine the feasibility of the solution*.
  When students generate, they create a solution to provide data to determine the feasibility of that solution. A solution could be a set of experiments, a developed argument, or a prototype, which is a sample or trial model of the solution;

- *evaluate and refine ideas and solutions to make justified recommendations for enhancement*.
  When students evaluate, they appraise ideas and solutions by weighing up or assessing strengths and limitations against prescribed or self-determined criteria. When students refine ideas and solutions, they use data to make improvements relative to the criteria. When students make justified recommendations, they put forward a point of view or suggestion using supporting evidence to make enhancements; and

- *make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts*.
  When students make decisions about mode-appropriate features, language, and conventions, they use written, visual, and spoken features to express meaning for particular purposes in a range of contexts. Written features include language conventions, specific vocabulary, and language attributes such as annotations, paragraphs, and sentences. Visual features include photographs, sketches, drawings, diagrams, and motion graphics. Students use referencing conventions to practise ethical scholarship.

ICT (Applied Subject)

The subject Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study, and leisure environments of today.

These environments continue to be transformed by the increasing evolution and impact of ICT. This is a highly dynamic field, subject to unpredictable transformations by emerging technology and requiring constant adaptation by those who engage with it directly, or by those whose lives and communities are affected by its innovations.

Across business, industry, government, education and leisure sectors, rapidly changing ICT practices and protocols create corresponding vocational opportunities. To enable students to take advantage of these opportunities, this subject area will equip them with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real world contexts and the skills to use them to solve technical and/or creative problems. Students will develop knowledge, understanding and skills across multiple platforms and operating systems, and will be ethical and responsible users and advocates of ICT, aware of the social, environmental, and legal impacts of their actions.

The subject Information and Communication Technology is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education, and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent, and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems.

To achieve this, the subject includes core knowledge, understanding and skills relating to hardware, software, and ICT in society. The core is explored through elective contexts that provide the flexibility needed to accommodate new technology, and the wide range of interests and abilities of the students who study it.

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

Objectives

Dimension 1: Knowing and Understanding

Knowing and understanding refers to students being familiar with the concepts and ideas, knowledge, understanding, and skills used in solving ICT problems within ICT contexts. They achieve this knowledge and understanding by retrieving relevant knowledge from memory and by constructing meaning from instructional messages, through recognising, interpreting, explaining, and demonstrating.

By the conclusion of the course of study, students should:
- identify and explain hardware and software requirements related to ICT problems; and
- identify and explain the use of ICT in society.

Dimension 2: Analysing and Applying

Analysing and applying refers to the analysis of ICT problems and the selection, application, and organisation of knowledge, understanding and skills in ICT contexts to carry out and complete tasks. When students analyse and apply, they draw on their learning in Knowing and understanding.

By the conclusion of the course of study, students should:
- analyse ICT problems to identify solutions;
- communicate ICT information to audiences using visual representations and language conventions and features; and
- apply software and hardware concepts, ideas, and skills to complete tasks in ICT contexts.

Dimension 3: Producing and Evaluating Producing refers to utilising ICT to carry out a plan for solving given ICT problems that meet certain specifications. Evaluating refers to the reflection on the students' problem-solving process and solutions to consider ways to improve future responses to ICT problems. When students produce and evaluate, they draw on their learning in Knowing and understanding and Analysing and applying.

By the conclusion of the course of study, students should:
- synthesise ICT concepts and ideas to plan solutions to given ICT problems;
- produce solutions that address ICT problems; and
- evaluate problem-solving processes and solutions and make recommendations.

Media Arts in Practice (Applied Subject)

Media Arts in Practice gives students opportunities to create and share media artworks that convey meaning and express insight. Media artworks respond to individual, group or community needs and issues, within a variety of contexts and for a variety of purposes. Through media artmaking processes and practices, students develop self-knowledge through self-expression, provide commentary or critique, explore social, community and/or cultural identity, and develop aesthetic skills and appreciation.

Students of Media Arts in Practice develop knowledge, understanding and skills from three core topics — 'Media technologies', 'Media communications' and 'Media in society'. These core topics are embedded in, and explored through, electives that provide the flexibility to accommodate current and emerging technologies and the diverse interests and abilities of students.

This syllabus focuses on the role media arts plays in the community and creating opportunities for student engagement with school and/or local community arts activities. Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. Through the creation of written, visual, auditory, and interactive texts, students express meaning in a variety of contexts, and gain an appreciation of how media communications connect ideas and purposes with audiences. Students use their

knowledge and understanding of design elements and principles to guide the development of their own aesthetic tastes, and to engage with or evaluate others' works. They also learn to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

The Media Arts in Practice syllabus explores the role of the media in reflecting and shaping society's values, attitudes, and beliefs. Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental, and legal impacts of their actions and practices. They are given the necessary knowledge, understanding and skills required for emerging careers in a dynamic, creative, and global industry that is constantly adapting to new technologies.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration. It can also establish a basis for self-employment and self-driven career opportunities.'

Objectives

Dimension 1: Knowing and Understanding

Knowing and understanding refers to demonstrating knowledge of media arts concepts and ideas by retrieving relevant knowledge from long-term memory. It involves constructing meaning from oral, written, and visual texts, including media artworks and communications, by recognising, interpreting, explaining, and demonstrating media art-making processes and technologies.

By the conclusion of the course of study, students should:
- identify and explain media art-making processes;
- interpret information about media arts concepts and ideas for particular purposes; and
- demonstrate practical skills, techniques and technologies required for media arts.

Dimension 2: Applying and Analysing

Applying and analysing refers to the application, investigation and analysis of art-making processes, concepts, and ideas. Applying involves carrying out or using a procedure in a given situation on a familiar or unfamiliar task and may include executing and implementing. Analysing involves breaking down information into its constituent parts and determining how the parts relate to each other and to an overall structure or purpose. This may involve differentiating, organising, and attributing.

By the conclusion of the course of study, students should:
- organise and apply media art-making processes, concepts, and ideas;
- analyse problems within media arts contexts; and
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose.

Dimension 3: Creating and Evaluating

Creating and evaluating refers to the generation of media arts ideas, the planning and execution of media art-making processes and the management of media arts sources and resources to communicate ideas. Creating involves putting elements together to form a coherent or functional whole, or reorganising elements in a new way. This may include generating, planning, modifying, and producing. Evaluating involves making judgments based on evidence, criteria, and standards. This may include checking and critiquing.

By the conclusion of the course of study, students should:
- plan and modify media artworks using media art-making processes to achieve purposes;
- create media arts communications that convey meaning to audiences; and
- evaluate media art-making processes and media artwork concepts and ideas.

Visual Arts in Practice (Applied Subject)

Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. This subject focuses on students engaging in artmaking processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas — 2D, 3D, digital and 4D, design, and craft. Students may create images, objects, environments, or events to communicate aesthetic meaning. The aesthetic meaning will be conveyed in response to a particular purpose and for a particular audience. While this will always be personal, the student may also be asked to consider, use, or appropriate aesthetic qualities from various sources, cultures, times, and places. Students' perspectives and visual literacies are shaped by these aesthetic considerations when creating communications and artworks. In each area of study they undertake, students of Visual Arts in Practice develop and apply knowledge, understanding and skills from three core topics — 'Visual mediums, technologies, and techniques', 'Visual literacies and contexts' and 'Artwork realisation'.

In 'Visual mediums, technologies and techniques', students explore and apply the materials, technologies and techniques used in art-making both individually and in groups to express ideas that serve particular purposes. They examine how visual arts may be a vocation and identify vocationally transferable visual art skills. They investigate and apply display and curatorial skills. They will learn and apply safe visual art practices. When students engage in subject matter from 'Visual literacies and contexts', they interpret, negotiate, and make meaning from information presented in the form of visual texts. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

In 'Artwork realisation', students are asked to reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks.

Pathways

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

Objectives

Dimension 1: Knowing and Understanding

Knowing and understanding refers to demonstrating knowledge of visual art concepts and ideas by retrieving relevant knowledge from long-term memory. It involves constructing meaning from oral, written, and visual texts, including artworks, through recognising, interpreting, explaining, and demonstrating art-making processes and literacies.

By the conclusion of the course of study, students should:
- recall terminology and explain art-making processes;
- interpret information about concepts and ideas for a purpose; and
- demonstrate art-making processes required for visual artworks.

Dimension 2: Applying and Analysing

Applying and analysing refers to the application, investigation and analysis of art-making processes, concepts, and ideas. Applying involves carrying out or using a procedure in a given situation for a familiar or unfamiliar task and may include executing and implementing. Analysing involves breaking down information into its constituent parts and determining how the parts relate to each other and to an overall structure or purpose. This may include differentiating, organising, and attributing.

By the conclusion of the course of study, students should:
- – apply art-making processes, concepts, and ideas;
- – analyse visual art-making processes for particular purposes; and
- – use language conventions and features to achieve particular purposes.

Dimension 3: Creating and Evaluating Creating and evaluating refers to the generation and communication of arts ideas. Creating involves putting elements together to form a coherent or functional whole, or reorganising elements in a new way. This may include generating, planning, and producing. Evaluating involves making judgments based on evidence, criteria, and standards. This may include checking and critiquing.

By the conclusion of the course of study, students should:
- – generate plans and ideas and make decisions;
- – create communications that convey meaning to audiences; and
- – evaluate art-making processes, concepts, and ideas.

Music (General Subject)

Creative and expressive communication is central to the arts. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. New skills are learnt, and knowledge is created through the investigation and experience of valued traditions and practices across various art forms.

The arts encourage unity through active involvement in building cultural literacy by respecting and valuing the meaningful and unique impact of Aboriginal people's and Torres Strait Islander people's contribution to Australia's arts knowledge, traditions, and experience. Australia's multicultural identity, cultural inheritance and contemporary arts practice is enhanced through this recognition and the shared inspirations of the broader Asia–Pacific community.

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 explain the use of music elements and concepts, analysing music 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.

A study of music provides students with opportunities to develop their intellect 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. Studying music provides the basis for rich, lifelong learning.

Pathways

Music is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills, and communication — all of which is sought after in modern workplaces.

Tertiary studies, vocational education, or work experience in the area of music can lead to and benefit careers in diverse fields such as:
- arts administration and management, e.g. artist manager, arts administrator, booking agent, copyright/royalties manager, music accountant, orchestra manager, production music manager, record producer, studio manager, tour manager, venue manager;
- communication, e.g. music copyist, music editor, music librarian, print music manager, sound archivist;
- education, e.g. arts educator, instrumental teacher, studio teacher, university music academic;
- creative industries, e.g. backing musician, composer, conductor, creative entrepreneur, instrument repairer, music director, performer, presenter, recording engineer, repetiteur, stage manager;
- public relations, e.g. creative director, music lawyer, music merchandiser; and
- science and technology, e.g. music therapist, music video clip director, new media artist, producer, programmer, sound designer.

Objectives

Syllabus objectives inform unit objectives, which are contextualised for the subject matter and requirements of the unit. Unit objectives, in turn, inform the assessment objectives, which are further contextualised for the requirements of the assessment instruments.

The number of each objective remains constant at all levels, i.e. Syllabus objective 1 relates to Unit objective 1 and to Assessment objective 1 in each assessment instrument. Syllabus objectives are described in terms of actions that operate on the subject matter.

Students are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in the explanatory paragraph following each objective in terms of four levels: retrieval, comprehension, analytical processes (analysis), and knowledge utilisation, with each process building on the previous processes (see Marzano & Kendall 2007, 2008). That is, comprehension requires retrieval, and knowledge utilisation requires retrieval, comprehension, and analytical processes (analysis).

By the conclusion of the course of study, students will:
- *demonstrate technical skills*.
  When students demonstrate, they exhibit technical skills in performance that are specific to the instrument or sound source;

- *explain the use of music elements and concepts*.
  When students explain, they present descriptions and reveal relevant facts of music elements and concepts in repertoire or music sources.

- *use music elements and concepts*.
  When students use music elements and concepts, they identify, select, and combine them in the compositional process;

- *analyse music*.
  When students analyse, they examine and consider the constituent parts and the relationship between music elements, concepts, and stylistic characteristics;

- *apply compositional devices.*
  When students apply, they use their knowledge and understanding of compositional devices to create a composition;

- *apply literacy skills*.
  When students apply literacy skills, they select appropriate language for particular purposes and contexts. They use grammar and systematically arrange words, phrases, clauses, and sentences to communicate meaning in texts. Students recognise, distinguish, and apply genre-specific features appropriate to the text. They use and understand appropriate referencing conventions, including citations, that acknowledge the expertise of others, sourced information, and ideas;

- *interpret music elements and concepts.*
  When students interpret, they shape music elements and concepts in performance of music;

- *evaluate music to justify the use of music elements and concepts*.
  When students evaluate, they make judgments about the ideas and concepts evident in music in relation to purpose and context, examining and determining the value or significance of music from various perspectives. When students justify, they give valid reasons or evidence to support a viewpoint, response, or conclusion;

- *realise music ideas*.
  When students realise, they express music ideas to communicate meaning in performance; and

- *resolve music ideas*.
  When students resolve, they express music ideas to consolidate and communicate meaning in composition.

The College can also offer the following additional Music courses:
- Music in Practice;
- Music Extension (Composition); and
- Music Extension (Musicology).

Students interested in completing these courses must have a significant background in Music and be approved by the Music Coordinator.

Aquatic Practices (Applied Subject)

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings. The subject promotes an appreciation of the role coastal waters and inland waterways play in tourism, recreation, transport, and food production, and of the legal and safety issues and codes of practice associated with waterways. Through these learning experiences, students build their understanding of the conditions and expectations for work in aquatic settings and develop an understanding of career pathways, jobs, and other opportunities available for participating in and contributing to aquatic and related fields and activities.

This Applied syllabus describes learning in Aquatic Practices in four areas of study: 'Environmental', 'Recreational', 'Commercial' and 'Cultural'. Knowledge, understanding, and skills related to 'Safety and management practices' are embedded in all four areas of study. Students will gain knowledge and understanding of the principles underpinning safety and management in the aquatic environment, and of the commercial, environmental, recreational, and cultural considerations and opportunities around aquatic practices.

The skills valued in aquatic workplaces are also described in 'Safety and management practices'. These practices include skills needed to work effectively as an individual and as part of a team, to build relationships with peers, colleagues, and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time. These skills are valued in all settings where people work together, and therefore position students for successful transition to work, training, and other collaborative environments.

Teaching and learning in Aquatic Practices focuses on aquatic concepts and ideas, and practical application of knowledge, understanding and skills in real-world or lifelike aquatic contexts. Through this approach, students have opportunities to learn in, through and about aquatic workplaces, events, and other related activities. Additional learning in this subject links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing, and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events, and activities, such as yacht and sailing club races and competitions and boating shows.

Objectives

Dimension 1: Knowing and Understanding

Knowing and understanding refers to students comprehending what is meant by the concepts and ideas, knowledge, understanding, and skills used in aquatic contexts. They achieve this knowledge and understanding through retrieving relevant knowledge from memory, constructing meaning from instructional messages, and recognising, interpreting, explaining, and demonstrating.

By the conclusion of the course of study, students should:
- describe concepts and ideas in aquatic contexts;
- explain concepts and ideas in aquatic contexts; and
- demonstrate skills in aquatic contexts.

Dimension 2: Analysing and Applying

Analysing and applying refers to students analysing concepts and ideas within activities in aquatic contexts by breaking information into its constituent parts and determining how the parts relate to each other and to an overall structure or purpose. This may involve students in differentiating, organising and/or attributing. When

students apply, they carry out or use a procedure in a given situation. When students apply and analyse, they draw on their learning in Knowing and understanding.

By the conclusion of the course of study, students should:
- analyse information, situations, and relationships in aquatic contexts;
- apply knowledge, understanding and skills in aquatic contexts; and
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose.

Dimension 3: Planning and Evaluating
Planning and evaluating refers to students devising procedures for accomplishing tasks and/or generating plans for solving problems and then reflecting on solutions and outcomes to consider ways to improve future responses. This may include checking and critiquing. When students plan and evaluate, they draw on their learning in Knowing and understanding and Analysing and applying.

By the conclusion of the course of study, students should:
- generate plans and procedures for activities in aquatic contexts;
- evaluate the safety and effectiveness of activities in aquatic contexts; and
- make recommendations for activities in aquatic contexts.

Marine Science (General Subject)

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

In Unit 1, students develop their understanding of oceanography. In Unit 2, they engage with the concept of marine biology. In Unit 3, students study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked in Unit 4 with ocean issues and resource management where students apply knowledge from Unit 3 to consider the future of our oceans and techniques for managing fisheries.

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.

Marine Science aims to develop students':
- sense of wonder and curiosity about the complexity of marine life and a respect for all living things and the environment;
- appreciation of global stewardship, which involves an understanding of the value systems associated with the marine environment and its importance in maintaining biological support system;
- interpretation of scientific evidence to make judgments and decisions about the effective management of the marine environment;
- investigative skills that can be used to evaluate environmental issues and their potential to affect the fragility of marine environments;
- understanding of how marine 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 marine science concepts, theories and models related to marine systems at all scales, from species to ecosystem;
- appreciation of how marine knowledge has developed over time and continues to develop; how scientists use marine science in a wide range of applications; and how marine 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; and
- ability to communicate marine science understanding, findings, arguments, and conclusions using appropriate representations, modes, and genres.

Pathways

Marine Science is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation, and sustainability.

(Not offered in Year 11 for 2024; Replaced by the subject - Aquatic Practices)

Science in Practice

Science is a dynamic, collaborative and future-focused field of human endeavour that has emerged from a need to understand natural phenomena. Studying science contributes to the development of a sense of wonder and engagement with the natural world. To have an informed voice in charting the future of society and to effectively participate in society and everyday life, where science and technology play significant and increasing roles, students need to be scientifically literate. Scientific literacy is a way of thinking and a way of viewing and interacting with the world that is developed through engaging in the practical and analytical approaches of scientific inquiry.

Senior secondary students are able to ask increasingly sophisticated questions about new ideas and information. Science in Practice supports and focuses the development of these questions by encouraging inquiry and a respect for evidence and reasoning. It develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world. Science in Practice is practical, with experiments and hands-on investigations at its heart. Practical activities engage students, producing excitement and curiosity. Investigations develop a deeper understanding of the nature of science and of a particular topic or context. They foster problem-solving skills that are transferable to new situations.

The core of Science in Practice focuses on 'Scientific literacy and working scientifically', 'Workplace health and safety', and 'Communication and self-management'. Science in Practice uses a contextualised approach, where modules of work deliver the core through electives — 'Science for the workplace', 'Resources, energy and sustainability', 'Health and lifestyles', 'Environments', and 'Discovery and change'. Learning experiences within modules of work are interdisciplinary, including aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science and Physics. The objectives of the course ensure that students apply what they know and understand to plan investigations, analyse research and evaluate evidence.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives
Dimension 1: Knowing and Understanding
Knowing and understanding refers to the recall, description and explanation of relevant scientific understanding that forms the basis for scientific literacy. It involves retrieving relevant knowledge from memory, constructing meaning from instructional messages, and recognising, interpreting, explaining and demonstrating the scientific knowledge needed to discuss scientific issues.

By the conclusion of the course of study, students should:
- describe and explain scientific facts, concepts and phenomena in a range of situations;
- describe and explain scientific skills, techniques, methods and risks.

When students describe and explain, they give an account of characteristics or features, and provide additional information that demonstrates understanding of scientific facts, concepts and phenomena as well as skills, techniques, methods and risks. They recognise and recall relevant facts, and they interpret, classify, compare and summarise scientific data, information, techniques, processes and practices.

Dimension 2: Analysing and Applying
Analysing and applying incorporates components of scientific inquiry including analysing research findings and data, collecting and recording quantitative and qualitative data, and applying research and practical scientific skills. This data and information is communicated and presented to meet particular purposes and audience needs.

By the conclusion of the course of study, students should:
- analyse data, situations and relationships;
- apply scientific knowledge, understanding and skills to generate solutions;
- communicate using scientific terminology, diagrams, conventions and symbols.

When students analyse, they distinguish relevant from irrelevant information, dissect situations to ascertain and examine constituent parts, and identify patterns, similarities and differences, for the purpose of finding meaning or relationships. When students apply, they carry out or use procedures based on the context in a given situation. They use scientific understanding, practical scientific skills, research processes and methods, to investigate scenarios and phenomena, and to solve problems. Students use materials, equipment and technology safely. When students communicate, they share and present scientific data and information for particular purposes and audiences. They construct evidence-based arguments, use appropriate scientific language, diagrams, conventions, symbols and representations to convey meaning.

Dimension 3: Planning and Evaluating
Planning and evaluating incorporates components of scientific inquiry, including planning investigations, developing and refining research questions or hypotheses, evaluating evidence and drawing conclusions about scientific questions and issues in contemporary and authentic scientific contexts.

By the conclusion of the course of study, students should:
- plan scientific activities and investigations;
- evaluate reliability and validity of plans and procedures, and data and information;
- draw conclusions, and make decisions and recommendations using scientific evidence.

When students plan, they generate methods and procedures to conduct scientific activities and investigations that will allow them to explore questions and test hypotheses guided by scientific understanding and information gathered in research. When students evaluate, they examine and judge the merit or significance or value of plans, procedures, data and information, considering the consistency and reproducibility of results,

the quality of the methods and how results relate to known scientific facts and understanding. When students draw conclusions, and make decisions and recommendations, they make logical inferences based on results of findings, scientific facts, concepts, theories or laws. They provide a judgment or an answer after considering various alternatives. Students take into account ethical frameworks and guidelines based on scientific evidence and consider contemporary values and needs.

Chemistry (General Subject)

Chemistry is the study of materials and their properties and structure. While the study of Chemistry may not be listed as a pre-requisite for a range of science-related tertiary courses, a sound grounding of secondary school Chemistry is highly advantageous at tertiary level. Without this background, students in many science related courses will have to take bridging courses in Chemistry to acquire the knowledge and skills base offered by the study of Chemistry in secondary school.

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; and
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Pathways
Chemistry is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in 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 completion of this course students will be able to:
- *describe and explain scientific concepts, theories, models and systems and their limitations.*
  When students describe and explain scientific concepts, theories, models and systems and their limitations, they give a detailed account of a concept, theory, model, or system by making relationships, reasons or causes evident. They reflect on relevant social, economic, ethical, and cultural factors;

- *apply understanding of scientific concepts, theories, models, and systems within their limitations*.
  When students apply their understanding of scientific concepts, theories, models, and systems within their limitations, they explain local, regional, and global phenomena and determine outcomes, behaviours, and implications. They use algebraic, visual, and graphical representations of scientific relationships and data to determine unknown scientific quantities or variables. They recognise the limitations of models and theories when discussing results;

- *analyse evidence.*
  When students analyse evidence, they recognise the variety of forms of evidence, and distinguish between quantitative, qualitative, primary, and secondary evidence. When students analyse evidence in the form of qualitative data, they identify the essential elements, features or components of the data. When students analyse evidence in the form of quantitative data, they use mathematical processes to identify trends, patterns, relationships, limitations, and uncertainty in the data;

- *interpret evidence.*
  When students interpret evidence, they use their knowledge and understanding of scientific concepts, theories, models and systems and their limitations to draw conclusions based on their analysis of qualitative and quantitative evidence and established criteria;

- *investigate phenomena.*
  When students investigate phenomena, they plan and carry out experimental and/or research activities in order to obtain evidence for the purpose of reaching a conclusion. They collect, collate and process evidence. Students ensure that relevant ethical, environmental and safety considerations have been incorporated into their practice;

- *evaluate processes, claims and conclusions.*
  When students evaluate processes, claims and conclusions, they critically reflect on the available evidence and make judgments about its application to a research question, and its use to inform further investigation. When students evaluate processes, they use the quality of the evidence to evaluate the validity and reliability of the method used, the appropriateness of assumptions made, and possible refinements required. When students evaluate claims, they identify the evidence that would be required to support or refute the claim. They scrutinise evidence for bias, conjecture, alternatives, or inaccuracies. When students evaluate conclusions, they consider the credibility of the supporting evidence; and

- *communicate understandings, findings, arguments, and conclusions.*
  When students communicate, they use scientific representations and language within appropriate genres to present information. They use technology to share knowledge by exchanging information and creating information products.

Biology (General Subject)

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; and
- ability to communicate biological understanding, findings, arguments, and conclusions using appropriate representations, modes, and genres.

Pathways

Biology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in 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 completion of this course students will be able to:
- *describe and explain scientific concepts, theories, models and systems and their limitations.*
  When students describe and explain scientific concepts, theories, models and systems and their limitations, they give a detailed account of a concept, theory, model, or system making relationships, reasons or causes evident. They reflect on relevant social, economic, ethical, and cultural factors;

- *apply understanding of scientific concepts, theories, models, and systems within their limitations.*
  When students apply their understanding of scientific concepts, theories, models, and systems within their limitations, they explain local, regional, and global phenomena and determine outcomes, behaviours, and implications. They use algebraic, visual, and graphical representations of scientific relationships and data to determine unknown scientific quantities or variables. They recognise the limitations of models and theories when discussing results;

- *analyse evidence.*
  When students analyse evidence, they recognise the variety of forms of evidence, and distinguish between quantitative, qualitative, primary, and secondary evidence. When students analyse evidence in the form of qualitative data, they identify the essential elements, features or components of the data.

When students analyse evidence in the form of quantitative data, they use mathematical processes to identify trends, patterns, relationships, limitations, and uncertainty in the data;

– *interpret evidence.*
When students interpret evidence, they use their knowledge and understanding of scientific concepts, theories, models and systems and their limitations to draw conclusions based on their analysis of qualitative and quantitative evidence and established criteria;

– *investigate phenomena.*
When students investigate phenomena, they plan and carry out experimental and/or research activities in order to obtain evidence for the purpose of reaching a conclusion. They collect, collate and process evidence. Students ensure that relevant ethical, environmental and safety considerations have been incorporated into their practice;

– *evaluate processes, claims and conclusions.*
When students evaluate processes, claims and conclusions, they critically reflect on the available evidence and make judgments about its application to a research question, and its use to inform further investigation. When students evaluate processes, they use the quality of the evidence to evaluate the validity and reliability of the method used, the appropriateness of assumptions made, and possible refinements required. When students evaluate claims, they identify the evidence that would be required to support or refute the claim. They scrutinise evidence for bias, conjecture, alternatives, or inaccuracies. When students evaluate conclusions, they consider the credibility of the supporting evidence; and

– *communicate understandings, findings, arguments, and conclusions.*
When students communicate, they use scientific representations and language within appropriate genres to present information. They use technology to share knowledge by exchanging information and creating information products.

Physics (General Subject)

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; and
- ability to communicate physics understanding, findings, arguments, and conclusions using appropriate representations, modes, and genres.

Pathways

Physics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine, and technology.

Objectives

By the completion of this course students will be able to:
- *describe and explain scientific concepts, theories, models and systems and their limitations.*
  When students describe and explain scientific concepts, theories, models and systems and their limitations, they give a detailed account of a concept, theory, model, or system making relationships, reasons or causes evident. They reflect on relevant social, economic, ethical, and cultural factors;

- *apply understanding of scientific concepts, theories, models, and systems within their limitations.*
  When students apply their understanding of scientific concepts, theories, models, and systems within their limitations, they explain local, regional, and global phenomena and determine outcomes, behaviours, and implications. They use algebraic, visual, and graphical representations of scientific relationships and data to determine unknown scientific quantities or variables. They recognise the limitations of models and theories when discussing results;

- *analyse evidence.*
  When students analyse evidence, they recognise the variety of forms of evidence, and distinguish between quantitative, qualitative, primary, and secondary evidence. When students analyse evidence in the form of qualitative data, they identify the essential elements, features or components of the data. When students analyse evidence in the form of quantitative data, they use mathematical processes to identify trends, patterns, relationships, limitations, and uncertainty in the data;

- *interpret evidence.*
  When students interpret evidence, they use their knowledge and understanding of scientific concepts, theories, models and systems and their limitations to draw conclusions based on their analysis of qualitative and quantitative evidence and established criteria;

- *investigate phenomena.*
  When students investigate phenomena, they plan and carry out experimental and/or research activities in order to obtain evidence for the purpose of reaching a conclusion. They collect, collate and process evidence. Students ensure that relevant ethical, environmental and safety considerations have been incorporated into their practice;

- *evaluate processes, claims and conclusions.*
  When students evaluate processes, claims and conclusions, they critically reflect on the available evidence and make judgments about its application to a research question, and its use to inform further

investigation. When students evaluate processes, they use the quality of the evidence to evaluate the validity and reliability of the method used, the appropriateness of assumptions made, and possible refinements required. When students evaluate claims, they identify the evidence that would be required to support or refute the claim. They scrutinise evidence for bias, conjecture, alternatives, or inaccuracies. When students evaluate conclusions, they consider the credibility of the supporting evidence; and

- *communicate understandings, findings, arguments, and conclusions*.
  When students communicate, they use scientific representations and language within appropriate genres to present information. They use technology to share knowledge by exchanging information and creating information products.

Psychology (General Subject)

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness, and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes, and cross-cultural psychology.

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

Pathways
Psychology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing, and education.

Objectives
By the completion of this course students will be able to:
- *describe and explain scientific concepts, theories, models and systems and their limitations.*
  When students describe and explain scientific concepts, theories, models and systems and their limitations, they give a detailed account of a concept, theory, model, or system by making relationships, reasons or causes evident. They reflect on relevant social, economic, ethical, and cultural factors;

- *apply understanding of scientific concepts, theories, models, and systems within their limitations.*
When students apply their understanding of scientific concepts, theories, models, and systems within their limitations, they explain local, regional, and global phenomena and determine outcomes, behaviours, and implications. They use algebraic, visual, and graphical representations of scientific relationships and data to determine unknown scientific quantities or variables. They recognise the limitations of models and theories when discussing results;

- *analyse evidence.*
When students analyse evidence, they recognise the variety of forms of evidence, and distinguish between quantitative, qualitative, primary, and secondary evidence. When students analyse evidence in the form of qualitative data, they identify the essential elements, features or components of the data. When students analyse evidence in the form of quantitative data, they use mathematical processes to identify trends, patterns, relationships, limitations, and uncertainty in the data;

- *interpret evidence.*
When students interpret evidence, they use their knowledge and understanding of scientific concepts, theories, models and systems and their limitations to draw conclusions based on their analysis of qualitative and quantitative evidence and established criteria;

- *investigate phenomena*.
When students investigate phenomena, they plan and carry out experimental and/or research activities in order to obtain evidence for the purpose of reaching a conclusion. They collect, collate and process evidence. Students ensure that relevant ethical, environmental and safety considerations have been incorporated into their practice;

- *evaluate processes, claims and conclusions.*
When students evaluate processes, claims and conclusions, they critically reflect on the available evidence and make judgments about its application to a research question, and its use to inform further investigation. When students evaluate processes, they use the quality of the evidence to evaluate the validity and reliability of the method used, the appropriateness of assumptions made, and possible refinements required. When students evaluate claims, they identify the evidence that would be required to support or refute the claim. They scrutinise evidence for bias, conjecture, alternatives, or inaccuracies. When students evaluate conclusions, they consider the credibility of the supporting evidence; and

- *communicate understandings, findings, arguments, and conclusions.*
When students communicate, they use scientific representations and language within appropriate genres to present information. They use technology to share knowledge by exchanging information and creating information products.

Sport and Recreation (Applied Subject)

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 those 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.

Sport and Recreation builds on the knowledge, skills, and understandings of the Australian Curriculum: Health and Physical Education. Through the study of Sport and Recreation students will examine:
- the relevance of sport and active recreation in Australian culture;
- the contribution sport and active recreation makes to employment growth, health, and wellbeing;
- factors that influence participation in sport and active recreation;
- how physical skills can enhance participation and performance in sport and active recreation activities;
- how interpersonal skills support effective interaction with others;
- the promotion of safety in sport and active recreation activities;
- technology in sport and active recreation activities; and
- how the sport and recreation industry contributes to individual and community outcomes.

Participation in sport and recreation activities can contribute to enhancing students' experiences and opportunities regarding employment, enterprise, further study, leisure, and lifelong learning. They provide a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational, life and physical skills. The skills developed in Sport and Recreation may be oriented towards 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 sporting and recreational activities, contributing to ongoing personal and community development throughout their adult life.

In Sport and Recreation, students are involved in communicating ideas and information in, about and through sport and recreation activities. These activities will be the medium through which students examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals. Sport and recreation involves students working individually, in groups and in teams. Students will be involved in acquiring, applying, and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant.

Pathways
A course of study in Sport and 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
__Dimension 1: Acquiring__
Acquiring refers to the ability to acquire knowledge, understanding and skills in, about and through participation in sport and recreation activities.

By the conclusion of the course of study, students should:
- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities;
- describe concepts and ideas about sport and recreation using terminology and examples; and
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities.

When students demonstrate, they reproduce physical responses and interpersonal strategies in both individual and group situations in sport and recreation activities. Physical responses may include skill performances, demonstrations, and coaching instruction. Interpersonal strategies may include leadership, conflict resolution, assertiveness, and cooperation skills. When students describe, they use appropriate terminology and examples to outline, state or provide details about the concepts and ideas relevant to sport and recreation activities.

When students explain, they make an idea or situation clear through the provision of a detailed description or reveal relevant facts and provide examples from sport and recreation activities to help clarify the meaning of procedures and strategies. Strategies include health and sport promotion, skill enhancement, physical performances and fitness activities or plans for individuals and communities.

__Dimension 2: Applying__
Applying refers to the ability to apply knowledge, understanding and skills in, about and through participation in sport and recreation activities.

By the conclusion of the course of study, students should:
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities;
- manage individual and group sport and recreation activities;
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities; and
- use language conventions and textual features to achieve particular purposes.

When students apply, they demonstrate their understanding of concepts by using them in sport and recreation activities. When students adapt, they are actively engaged in modifying procedures, strategies and physical responses for themselves and others in sport and recreation contexts. When students manage, they organise and monitor individuals and groups in sport and recreation activities, for example, using safety and risk management principles, skills, and procedures. When students apply, they demonstrate their understanding of strategies designed to enhance health, wellbeing, and participation for individuals and communities in sport and recreation activities. When students use language conventions and features, they use correct grammar, spelling, punctuation, vocabulary, text types and structures in written, oral, and visual modes to achieve particular purposes.

__Dimension 3: Evaluating__
Evaluating refers to the ability to evaluate knowledge, understanding and skills in, about and through participation in sport and recreation activities. Evaluating also encompasses the ability to create written, spoken, or physical communications.

By the conclusion of the course of study, students should:
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities;
- evaluate the effects of sport and recreation on individuals and communities;
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations; and
- create communications that convey meaning for particular audiences and purposes.

When students evaluate the effects of sport and recreation on individuals and communities, they determine and make judgments about the physical, psychological, emotional, and social responses that participation in sport and recreation activities has on individuals and communities. When students evaluate individual and group physical responses and interpersonal strategies, they examine physical responses and interpersonal strategies, make judgments about improvements, and implement these in sport and recreation activities with the aim of improving outcomes.

When students evaluate strategies that seek to enhance health, wellbeing and participation in sport and recreation activities, they investigate, critique, and make decisions about the effectiveness of these strategies. Recommendations are then proposed to further enhance the value of these strategies. When students create communications, they generate written, spoken, visual or physical responses to convey meaning for intended audiences and purposes.

Mathematics:

The Study of Year 10 Mathematics leads to further study in a range of subjects in Year 11/12. A pass in Year 10 Mathematics is required for entry to Year 11 General Mathematics, Year 11 Mathematical Methods, or Year 11 Specialist Mathematics. This requirement can be waived under certain conditions and agreements.

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                          Year 11 General          Year 12 General
                          Mathematics              Mathematics

Year 10 Mathematics       Year 11 Mathematical     Year 12 Mathematical     *Year 10 Extension
                          Methods*                 Methods                  Mathematics preferred pre-
                                                                            requisite

                          Year 11 Essential        Year 12 Essential
                          Mathematics              Mathematics
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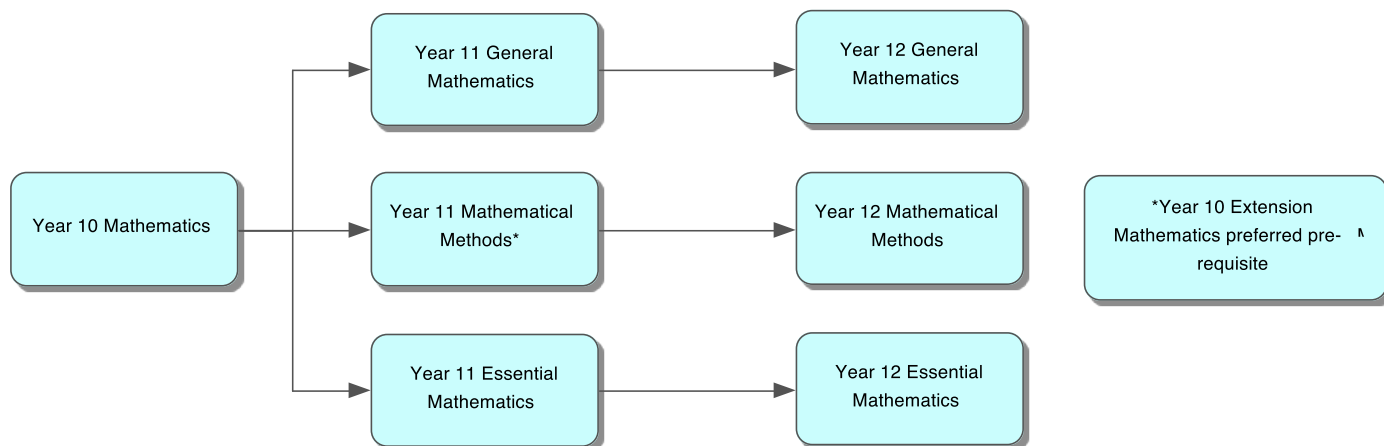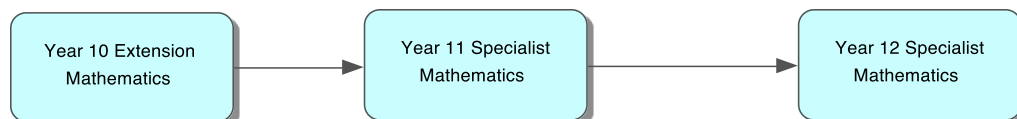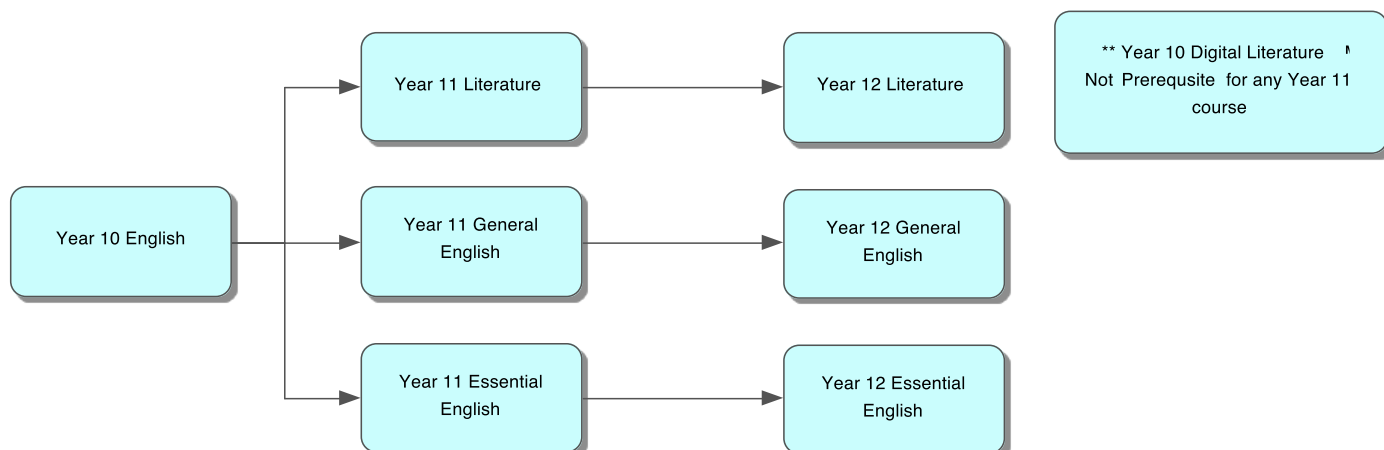
The Study of Year 10 Extension Mathematics leads to further study in a range of subjects in Year 11/12. A pass in Year 10 Extension Mathematics is required for entry to Year 11 Specialist Mathematics. This requirement can be waived under certain conditions and agreements.

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Year 10 Extension     Year 11 Specialist     Year 12 Specialist
Mathematics           Mathematics            Mathematics
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Students who study Specialist Mathematics must also study Mathematical Methods.

English and Literature:

The Study of Year 10 English leads to further study in a range of subjects in Year 11/12. A pass in Year 10 English is required for entry to Year 11 General English or Year 11 Literature. This requirement can be waived under certain conditions and agreements.

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                      Year 11 Literature       Year 12 Literature       ** Year 10 Digital Literature
                                                                        Not Prerequsite for any Year 11
                                                                        course

Year 10 English       Year 11 General          Year 12 General
                      English                  English

                      Year 11 Essential        Year 12 Essential
                      English                  English
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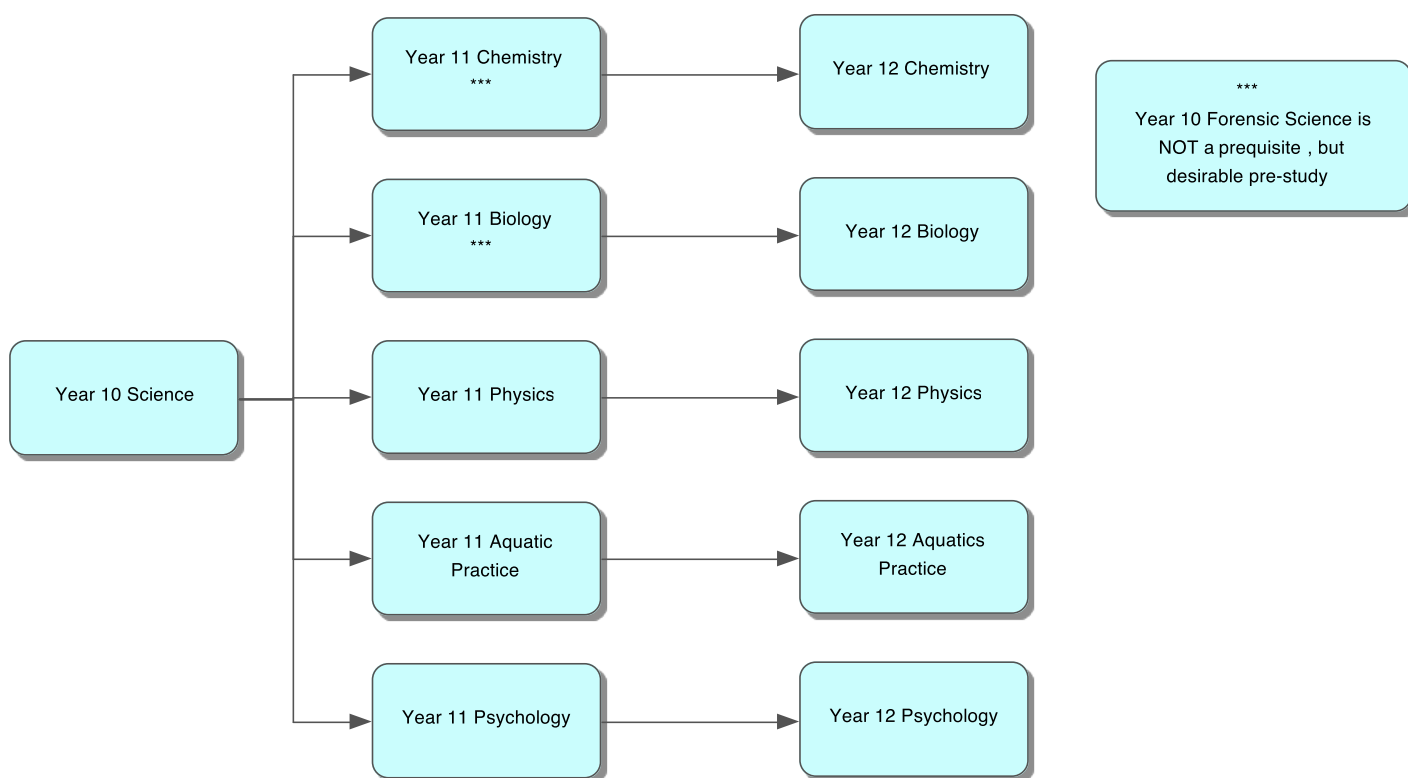
Science:

The Study of Year 10 Science leads to further study in a range of subjects in Year 11/12. A pass in Year 10 Science is required for entry to Year 11 Chemistry, Biology, or Physics. This requirement can be waived under certain conditions and agreements. A pass in both Year 10 Science and Year 10 Humanities is recommended for the study of Psychology.

The elective of Year 10 Forensic Science is not a prerequisite for any Year 11 Science subject but considered highly desirable.

A pass in Year 10 Science is highly recommended for the study of Year 11 Aquatic Practice.

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Year 10 Science  →  Year 11 Chemistry ***  →  Year 12 Chemistry
                 →  Year 11 Biology ***    →  Year 12 Biology
                 →  Year 11 Physics        →  Year 12 Physics
                 →  Year 11 Aquatic Practice  →  Year 12 Aquatics Practice
                 →  Year 11 Psychology     →  Year 12 Psychology

***
Year 10 Forensic Science is NOT a prequisite , but desirable pre-study
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Humanities and Social Sciences:

The Study of Year 10 HASS leads to further study in a range of subjects in Year 11/12. A pass in Year 10 HASS is required for entry to Year 11 Ancient History, Legal Studies and Religion and Ethics. This requirement can be waived under certain conditions and agreements. A pass in Year 10 HASS is highly recommended for the study of Business Studies and Tourism.
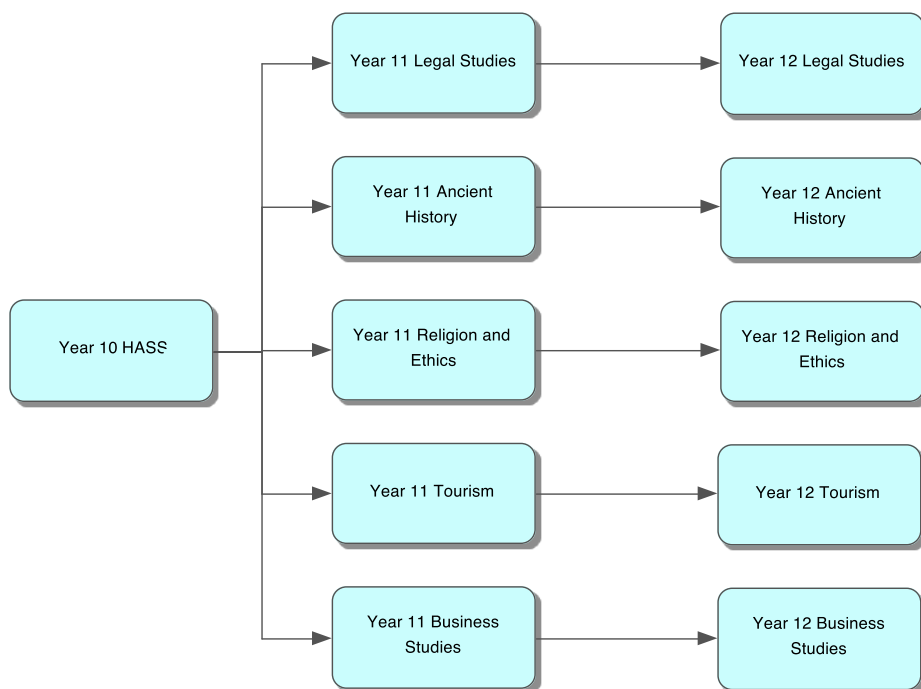
Technology-Based Subject Pathways:
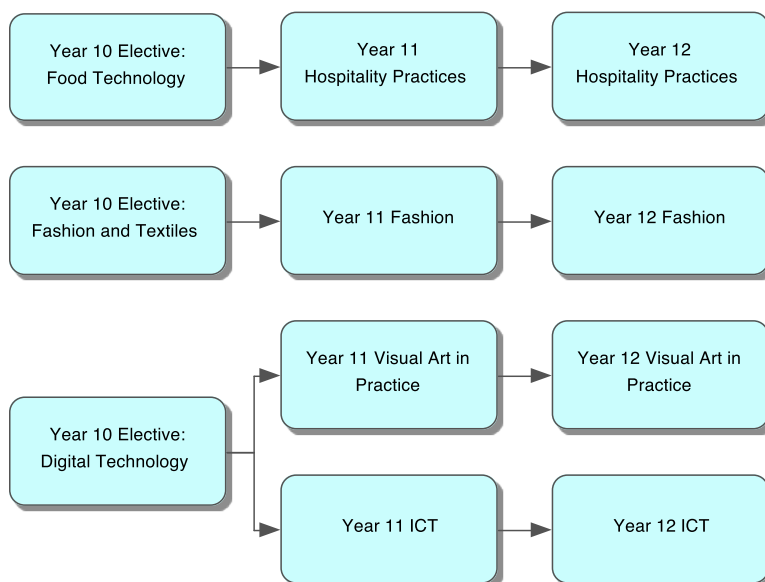
A pass in the Year 10 Elective is considered an appropriate background for continued study in Year 11.

The Arts Pathways:

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Year 10 Elective:        Year 11                  Year 12
Art              →       Visual Art in Practice →  Visual Art in Practice


                         Year 11 Music#       →   Year 12 Music            #Only offered via
                                                                            Audition and
                                                                            Interview

                         Year 11 Music in     →   Year 12 Music in
                         Practice                 Practice
Year 10 Elective:
Music
                         Year 11 Music        →   Year 12 Music
                         Extension#               Extension
                         (Musicology)             (Musicology)

                         Year 11 Music        →   Year 12 Music
                         Extension#               Extension
                         (Composition)            (Composition)
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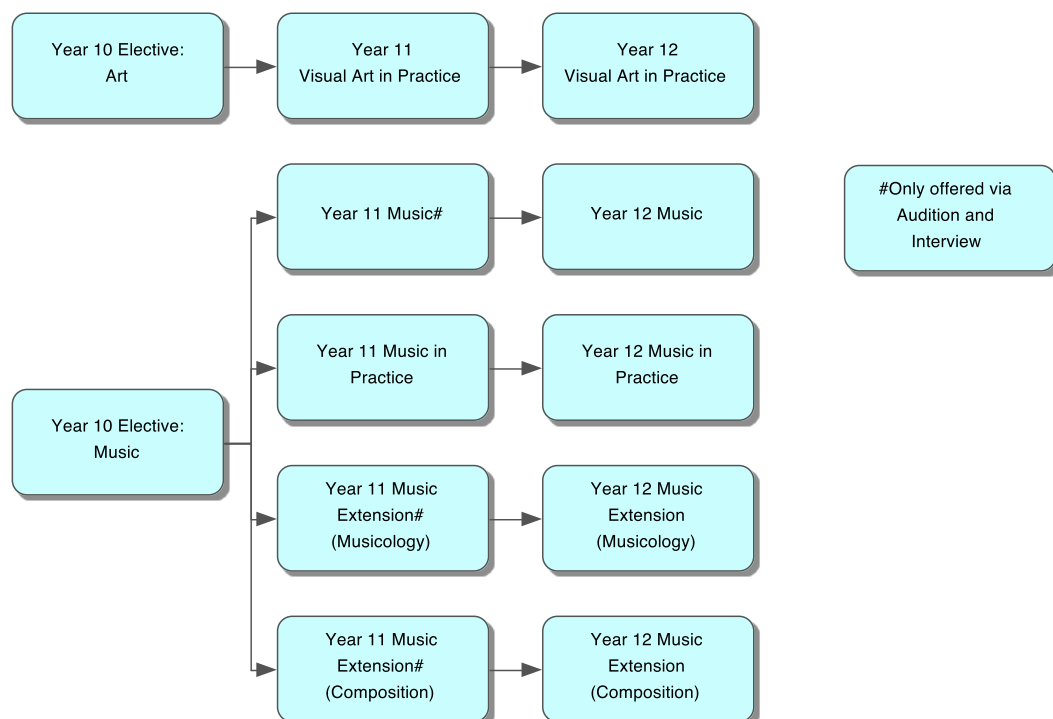
Further advice on subject selections and the pathways to further study and/or work can be obtained from the following Heads of Faculty, the Lead Head of Faculty, or the Director of Curriculum. Their contact details are as follows:

Director of Curriculum	Noela Ensbey	noela.ensbey@bayside.qld.edu.au
Lead Head of Faculty	Bel France	bel.france@bayside.qld.edu.au
Head of English	Cartwright Ramsey	cartwright.ramsey@bayside.qld.edu.au
Head of Mathematics	Tarryn McKendrick	tarryn.mckendrick@bayside.qld.edu.au
Head of Humanities and Social Sciences	Marissa Francis	marissa.francis@bayside.qld.edu.au
Head of Science	Bronwyn Ashton	bronwyn.ashton@bayside.qld.edu.au
Head of VET	Jenny Baker	jenny.baker@bayside.qld.edu.au