

Senior School (Years 10-12)



**MATTHEW
FLINDERS**
Anglican College

CURRICULUM HANDBOOK 2021

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Introduction

The purpose of this guide is to support students and parents/carers in deciding upon subject selections for Years 10, 11 and 12. It includes course details for all subjects offered to Year 10 students. For students entering Year 11, it describes the requirements for a Queensland Certificate of Education (QCE) and an Australian Tertiary Admission Rank (ATAR), and includes course details of the Queensland Curriculum and Assessment Authority (QCAA) Applied and General subjects offered by Matthew Flinders Anglican College at Year 11 and 12.

Parents and students who require further details about any subject can access the complete syllabuses from the QCAA website. If you or your parents are still uncertain about your choice of subjects or pathways beyond secondary school, there are many people at the College who can offer support and advice - Homeroom Mentors, Classroom Teachers, Heads of Departments, our Career Advisors, the Head of Curriculum and Head of Senior School. Don't be afraid to seek their assistance.

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Career Services

At Matthew Flinders Anglican College our qualified career advisor, Ms Kathryn Rooke-Jones, is always available to help students and parents through the important process of career planning.

Our Career Development Program includes sessions embedded in REACH from Year 8 onwards. Individual and small group counselling is available by appointment throughout the year. Assistance is commonly provided for subject selections, post-school pathway decisions and tertiary applications. Our career advisor also deals with work experience and school-based apprenticeships and traineeships. An extensive range of careers and tertiary pathway information is available from the Careers office and in the Library.

Contact Details

Ms Kathryn Rooke-Jones krooke@mfac.edu.au Phone: 5477 3243

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Senior Education Profile

Upon completion of Year 12, Queensland students receive a Senior Education Profile (SEP) from the QCAA. As part of the SEP, all students receive a Statement of Results, which is a transcript of their learning account, and eligible students also receive either a QCE or a QCIA. Students who are not eligible for the QCE at the end of Year 12 can continue to accrue credit and will receive an updated Statement of Results and a QCE when they achieve this benchmark qualification.

Statement of Results

The Statement of Results is a transcript of a student's learning account. This full record of study, showing all contributing subjects and the results achieved is issued, along with the QCE qualification, in December. Determination of your final 'grades' is the sole decision of the QCAA, and will be communicated by the QCAA after the completion of marking and confirmation of all External Assessments.

Queensland Certificate of Education (QCE)

The QCE is Queensland's senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. For most students at Matthew Flinders Anglican College, this means gaining 20 Unit credits by achieving a minimum of satisfactory (or C Grade) from QCAA-developed subjects or courses, two of which must be English and Mathematics subjects. Whilst this is the most common pathway, the QCE can also be achieved with contributions of credits from Preparatory Courses and Complementary Courses such as QCAA Short Courses, Certificate and Diploma Qualifications, and university subjects.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. To be eligible, students must have impairments or difficulties in learning. These students have the option of continuing to work towards a QCE post-secondary schooling.

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Australian Tertiary Admission Rank (ATAR)

For students wishing to study at degree or diploma level at a tertiary institution, the Australian Tertiary Admission Rank (ATAR) replaces the Overall Position (OP) in Queensland from 2020. Once a student completes their senior schooling, the QCAA forwards a student's subject scores from Unit 3 and 4 to the Queensland Tertiary Admissions Centre (QTAC) who are responsible for calculating the ATAR; the primary mechanism used nationally for tertiary admissions and to indicate a student's position relative to other students.

Eligibility

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

- satisfactorily completed an English subject
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above
- accumulated their subject results within a five-year period.

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

ATAR Calculation

The ATAR is expressed on a 2000 point scale from the highest of 99.5 down to 0, in increments of 0.05.

The ATAR is calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the QCAA, using a process of inter-subject scaling. Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject.

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Australian Tertiary Admission Rank (ATAR)

Inter-subject scaling

Inter-subject scaling will not enhance or diminish a student's performance in their subjects. The student's ranking relative to other students in their subjects does not change, nor does their achievement grade. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student's ATAR. Scaled subject data will not be available until the end of 2020 when the first students qualify for ATARs in the new system.

Adjustment Schemes

Some universities offer Adjustment Schemes where students can receive 'bonuses' which raise their ATAR. These are university specific and they are applied by QTAC after the ATAR is calculated. Adjustments can be made for taking certain subjects like LOTE or Specialist Mathematics, or simply because you live in a particular region. Students should refer to course information on the QTAC website to determine what each institution offers with regards to adjustments.

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Vocational Education and Training (VET)

Matthew Flinders Anglican College can allow students to access VET programs by offering opportunities to undertake school-based apprenticeships or traineeships from Year 10 onwards. Students wishing to undertake Vocational Education and Training must individually negotiate their participation in these programs with the Head of Senior School or Careers Advisor.

Students who begin an apprenticeship or traineeship while they are still at school must understand that school-based apprenticeships and traineeships are legally binding formal agreements. When they sign these, they are agreeing to particular work and training requirements, as is the host employer. Consult with our Career Advisor to ensure that you fully understand what is required of you, the school, and the employer in the agreement.

Completion of a school based apprenticeship or traineeship contributes credit to your QCE. A traineeship can generally be completed in anywhere from 12 to 24 months; an apprenticeship generally takes 4 years, so can be started at school and then completed in the years afterwards. Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in the calculation of a student's ATAR. A completed VET qualification may also provide a pathway into particular courses at particular universities — this depends on the qualification and the requirements of each university.

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Choosing Senior Subjects

It is important to choose your subjects carefully as your decisions may affect your future success at school and the tertiary courses and types of occupations you can choose in the future.

As an overall plan, we suggest you choose subjects:

- that ensure you are eligible for the senior qualification you desire and the tertiary courses you are interested in
- that you enjoy
- in which you have previously received good results
- which reflect your interests and abilities
- which match your career and employment goals
- which develop the skills, knowledge and attitudes that will be useful in your life

Do some research

It is wise to find out more about the subjects that you are considering for your senior studies. Take these steps to ensure you make an informed decision;

- Read the subject descriptions and course outlines provided in this handbook carefully to gain an understanding of each
- Visit the QTAC website and search the tertiary courses you have an interest in, noting the pre-requisite subjects that they require
- Talk to Heads of Departments and teachers of the senior subjects you are interested in taking
- Listen carefully at subject selection talks
- Read the subject information posted on MyFlinders and view the subject selection videos
- Seek advice from your Homeroom Mentor or make an appointment to meet with a Careers Advisor
- Look at the books and course materials used in the subject
- Talk to students who are already studying the subject.
- Attend University Open Days to get a better understanding of the tertiary education courses you might be interested in.

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Useful links

Myfuture – Australia’s career information and exploration website. This site includes information from the Job Guide and much more. <http://www.myfuture.edu.au>

QCAA MyQCE – Use your LUI and password to access your Learning Account and track the learning that will contribute to your QCE. Use this portal to access your OP online at the end of Year 12. <https://myqce.qcaa.qld.edu.au/>

Queensland Tertiary Admissions Centre (QTAC)

– Information on Tertiary Admissions and access to online applications and offers. <http://www.qtac.edu.au>

- QTAC Guides available to download, providing course and prerequisite information. <http://www.qtac.edu.au/about-qtac/publications>
- Access to the My Path planning tool. <https://www.qtac.edu.au/atar-my-path/my-path>

Job Outlook - Government site showing trends and likely future developments in specific career areas. joboutlook.gov.au

Study Assist - Government site providing information on study costs, HECS-HELP and other assistance. studyassist.gov.au

Apprenticeships Info - Queensland Government information on Apprenticeships and Traineeships. <http://apprenticeshipsinfo.qld.gov.au/>

The following resources are available in schools and give you information about occupations and the subjects and courses needed to gain entry to these occupations:

The QTAC Guide is useful for information on tertiary courses offered through QTAC. This publication is designed for Year 12 Students and distributed mid-year during Year 12.

Information for TAFE Queensland is available from <http://www.tafeqld.edu.au>



How to Submit Subject Choices

Submitting Preferences

In the first instance, subject selections are made in August of the year preceding a student's entry into Year 10 or 11. Students entering the College after 31 July or wishing to make alterations to the initial selections should contact the Head of Curriculum or Head of Senior School.

Submitting Preferences Online

Following the Subject Information Evening in August, each student will receive an email containing a link to Edval Choices, the College's subject selection portal. The email will also contain a unique student access code and password as well as specific instructions on how to register their elective preferences online.

Once in the site, students will be required to enter their unique access code and password, that will allow access to the elective registration process, and it is just a matter of following the prompts. The rules in the system prevent students from entering prohibited combinations of subjects. Students should complete the subject selection process in consultation with their parents before printing two copies of the receipt; one for their records, the other to be signed and returned to Homeroom Mentors.

Year 10 Subject Selection

All students entering Year 10 are required to select a total of thirteen (13) subjects, including three reserve choices, via the EDVAL Choices portal. Selections must meet the following requirements:

Compulsory Subject Selections:

English (Priority 1)

Prep Maths Methods or Prep General Maths (Priority 2)

One Science subject (selected from the four available) for one semester. (Priority 3)

One Humanities subject (selected from the six available) for one semester. (Priority 4)

Elective Subject Selections:

- Students select six (Priority 5-10) elective subjects drawn from the key learning areas of: Science, HPE, Humanities, Business, Languages other than English, The Arts, and Technologies.
- Finally, students select a further three electives (Priority 11-13) as reserve choices.
- Core HPE and RAVE will be automatically added to a student's 2021 timetable. These do not need to be selected.

Electives should be selected in order of priority with the most important choices chosen as the highest preferences. Every effort will be made to allocate students to the subjects of their choice. However, there is a limit to the number of classes in any given course that can be scheduled on the timetable. The allocation of students to classes is based on the order of preference that they have provided, not on a 'first in, first served' basis. If it is not possible to place a student in one of their preferred courses, their reserve subject may replace it.

Flinders' Subject Selection Rules for Year 11 Students

Additional to the eligibility rules for being awarded a Queensland Certificate of Education and an ATAR, the College also mandates the following requirements:

- All students must choose 6 subjects
- All students must choose 1 Mathematics subject – General or Methods for Unit 1 and 2
- In order to study Specialist Mathematics, students must also choose Mathematical Methods
- Students may choose English and Literature, English or Literature
- Students may include Certificate studies, School-based Apprenticeships, School-based Traineeships or Headstart options from Semester 2 of Year 11.

Year 11 Subject Selection Process

All Year 11 (2021) students are required to select a total of six (6) QCAA syllabus subjects from the 30 that the College has on offer. Selections must meet the following requirements::

- English or Literature as a student's first priority
- General Mathematics or Mathematics Methods as their second priority
- Four (4) additional elective subjects of which a maximum of two may be Applied Syllabus subjects. Elective subjects should be chosen in order of preference from Priority 3-6
- Three additional (Reserves 7-9) elective preferences which will be used as 'reserves' should one of the other preferences not be available in the 2021 timetable.

In addition to the formal curriculum all students will also be automatically enrolled in the following mandatory school-based courses:

- Religious & Values Education (RAVE)
- Fit for Life

Extension subjects are extensions of the related General subjects and are studied concurrently with Units 3 and 4 of the General course. At Flinders, extension subjects are offered in English and Music. Students may opt to drop one of their Year 11 subjects at the completion of Unit 2 and take up an extension subject.

> Year 7-12 Curriculum Coverage

>Year 10 Curriculum

> Year 11 and 12 Curriculum

> School Developed Curriculum

Years 7 - 12 Curriculum Coverage

The following table shows the progression of subjects from Year 7 through to Year 12. This table should be used to assist in understanding which Middle School subjects lead to Senior School subjects. Those subjects highlighted in yellow are COMPULSORY subjects. The green are COMPULSORY subjects with an elective and jade are subjects that are COMPULSORY for a minimum of 1 Semester. (Notes: G=General Syllabus A=Applied Syllabus)

Key Learning Area	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
English	English	English	English	English	English (G)	English (G)	
					Literature	Literature	
						English & Literature Extension (G)	
Mathematics	Mathematics	Mathematics	Mathematics	Prep General Mathematics	General Mathematics (G)	General Mathematics (G)	
		Cambridge IGCSE Maths	Cambridge IGCSE Maths	Prep Mathematics Methods	Mathematics Methods (G)	Mathematics Methods (G)	
					Specialist Mathematics (G)	Specialist Mathematics (G)	
Science	Science	Science	Science	Chemistry Physics Biology Environmental Science	Chemistry (G)	Chemistry (G)	
					Physics (G)	Physics (G)	
					Biology (G)	Biology (G)	
					Marine Science (G)	Marine Science (G)	
Humanities	Geography	Geography	Geography	Geography Modern History Ancient History Philosophy & Reason Economics Legal Studies	Geography (G)	Geography (G)	
	History	History	History		Modern History (G)	Modern History (G)	
					Ancient History (G)	Ancient History (G)	
					Philosophy & Reason (G)	Philosophy & Reason (G)	
			Life Universe & Everything		Economics (G) Legal Studies (G)	Economics (G) Legal Studies (G)	
			Business Enterprise		Accounting	Accounting (G)	Accounting (G)
					Business	Business (G)	Business (G)

> Year 7-12 Curriculum Coverage

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Years 7 - 12 Curriculum Coverage

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Key Learning Area	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
The Arts	French	French	French	French	French (G)	French (G)
	Japanese	Japanese	Japanese	Japanese	Japanese (G)	Japanese (G)
	Drama	Art	Art	Art: Perspectives Art: Connections	Visual Art (G)	Visual Art (G)
		Drama	Drama	Drama A: Drama B:	Drama (G)	Drama (G)
	Music	Music	Music	Music	Music (G)	Music (G)
Music EDGE		Music EDGE	Music Extension (G)			
Technologies	Innovation, Design, Engineering, Art and Science (IDEAS)	Innovation, Design, Engineering, and Science (IDEAS)	Engineering	Engineering	Engineering (G)	Engineering (G)
			Design	Design	Design (G)	Design (G)
			Industrial Technology	Industrial Technology	Industrial Technology Skills (A)	Industrial Technology Skills (A)
				Graphics Architecture	Industrial Graphics Skills (A)	Industrial Graphics Skills (A)
			Food & Nutrition	Food & Nutrition	Food & Nutrition (G)	Food & Nutrition (G)
			Digital Solutions	Digital Solutions	Digital Solutions (G)	Digital Solutions (G)
Film, TV, New Media	Film, TV, New Media	Film, TV, New Media	Film, TV & New Media (G)	Film, TV & New Media (G)		
Health & Physical Education	HPE	HPE	HPE	Core HPE	Physical Education (G)	Physical Education (G)
			Sports Science	Intro To Senior PE		
	RAVE	RAVE	RAVE	RAVE	RAVE	RAVE

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Year 10 Curriculum

Year 10 reflects a significant time of transition from the open and experiential Middle Years curriculum to the formality and disciplinary study of the Senior Years. The Year 10 curriculum, therefore, offers a blend of courses, all grounded in the Australian Curriculum, which promote life skills and prepare students for their senior studies. Students in Year 10 should be beginning to gain a sense of their future pathways and are encouraged to select subjects that allow them to pursue their interests.

In Year 10, English, Religious & Values Education, Core Health & Physical Education, and Mathematics are all compulsory for the full year with the latter broken into two specialised branches. One semester of a Science subject is compulsory but students can elect up to three Science offerings. One semester of Humanities (selected from the six choices) is also compulsory. Students then select six electives and three reserves from the 26 available.

Key Learning Areas in Year 10

- English
- Mathematics
- Science
- Humanities
- Health & Physical Education
- Languages
- The Arts
- Technology

The electives are semester-length courses, and are designed to be on introductory experience to similar subjects offered in Year 11. Remember, there are no absolute prerequisites for courses in Year 11 and 12.

Compulsory Subjects Full Year

- English
- Mathematics
 - Prep - General Mathematics
 - Prep - Mathematics Methods
- RAVE
- Core Health & PE

Compulsory for a minimum of One Semester

- Science
 - Biology
 - Chemistry
 - Physics
 - Environmental Science

Compulsory for a minimum of One Semester

- Humanities
 - Ancient History
 - Economics
 - Geography
 - Legal Studies
 - Modern History
 - Philosophy & Reason

Elective Subjects

Full Year

- Languages
 - French
 - Japanese

- The Arts
 - Music

One Semester

- Introduction to Senior PE
- Humanities
 - Accounting
 - Business
- The Arts
 - Art: Perspectives
 - Art: Connections
 - Drama A
 - Drama B
 - Film, Television & New Media
- Technologies
 - Design
 - Digital Solutions
 - Engineering
 - Food & Nutrition
 - Graphics Architecture
 - Industrial Technology

> Year 10 Curriculum

> **Year 11 and 12 Curriculum**

> School Developed Curriculum

Year 11 and 12 Curriculum

How to Choose Subjects

Whilst movement between subjects is possible up to the completion of Unit 2, students are encouraged to select the six subjects they intend to study for the full two years of 11 and 12.

Each student will need to choose six (9) subjects including three reserve subjects.

The six (6) highest priority choices of all students will be collated and timetable 'blocks' drawn up to enable as many students as possible to study all of their chosen subjects.

Although the 'blocking' will be done to minimise clashes it is inevitable that a few clashes will occur and that a small number of students may be scheduled into reserve choices.

In choosing subjects, students should review the section in this guide "Choosing Senior Subjects".

Timetable Allocations Lesson per 2 week cycle	Year 11	Year 12
6 subjects	8	8
Religious & Values Education	1	1
Fit for Life	1	1
Lesson in 2 week cycle	50	50

Compulsory Subjects

- English or Literature
- Mathematical Methods or General Mathematics (compulsory for Unit 1 & 2)

General Syllabus Subjects

- Accounting
- Ancient History
- Biology
- Business
- Chemistry
- Design
- Digital Solutions
- Drama
- Economics
- Engineering
- English & Literature Extension - Unit 3&4
- Literature
- Film, TV and New Media
- Food & Nutrition
- French*
- Geography
- Japanese*
- Legal Studies
- Marine Science
- Modern History
- Music Extension – Unit 3 & 4
- Music*
- Philosophy & Reason
- Physical Education
- Physics
- Specialist Mathematics
- Visual Art

Applied Syllabus Subjects

- Industrial Technology Skills
- Industrial Graphics Skills

School Developed Curriculum

- RAVE
- Fit for Life

Prerequisites

** Whilst there are no strict prerequisites for any Year 11 subject, it is recommended that students selecting those marked with an asterisk (*) have studied the equivalent subject in Year 10.*

> Who to contact

>

Student Support

There are a number of support staff available to students and parents, these include:

- Head of Senior School - Mr Gary Davis
- Head of Curriculum - Mr Bill Hooper
- Heads of Department
- Subject Teachers
- Head of House
 - Bradman Mr Noel Hayes (nhayes@mfac.edu.au)
 - Chisholm Mr Ben Stanley (bstanley@mfac.edu.au)
 - Helpmann Mr Andrew Street (astreet@mfac.edu.au)
 - Mawson Mr Toby Coates (tcoates@mfac.edu.au)
 - McCubbin Mrs Wendy Cook (wcook@mfac.edu.au)
 - Oliphant Mrs Sheree Bell (sbell@mfac.edu.au)
 - Sutherland Mrs Annie Looock (alooock@mfac.edu.au)
 - Thiele Miss Alison McKenzie (amckenzie@mfac.edu.au)
- Head of Learning Development and Enrichment - Mrs Carol Marais (cmarais@mfac.edu.au)



> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

English

Contact: Mrs Donna Skilton (dsilton@mfac.edu.au)

Language shapes our understanding of ourselves and our world, and is the primary means by which we relate to others. English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.

Developing proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and active participants in Australian society. It develops skills to enable students to experiment with ideas and expression, to become active, independent learners, to work with each other and to reflect on their learning.

Through responding to and composing texts, students learn about the power, value and art of the English language for communication, knowledge and pleasure. They engage with and explore texts that include the literature of past and contemporary societies. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves, and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.

In their study of English, students develop their critical and imaginative faculties and broaden their cultural understanding. They examine the contexts of language usage to understand how meaning is shaped by a variety of social factors. As students' command of English grows, they are able to question, assess, challenge and reformulate information and use creative and analytical language to clarify and solve problems. They become imaginative and confident users of information and communication technologies, understanding their impact on society. These skills allow them to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

[English Year 10](#)

[English](#)

[Literature](#)

[English & Literature Extension](#)

> English
> Mathematics
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> Languages
> The Arts
> Technologies
> Health & Physical Education

English - Year 10

Full Year Compulsory Subject

The Year 10 English course develops students' knowledge and skills across the strands of language, literature and literacy. Throughout the course, students are offered opportunities to create, and inquire into, aesthetic and critical responses to texts, and to engage with a range of literary and non-literary texts.

Pathways

The study of English is mandatory from Year 7 through to Year 12. The understanding and skills developed across these years contribute significantly to a student's ability to meet the requirements of studying English at Years 11 and 12.

Structure

Unit 1	Unit 2	Unit 3: Part A	Unit 3: Part B
Shout Out Conversations about issues in texts: <ul style="list-style-type: none"> Shaping representations and perspectives Responding to a variety of non-literary texts Creating persuasive texts 	Real to Reel Conversations about concepts in texts: <ul style="list-style-type: none"> Examining representations in literary and non-literary texts Responding to a multimodal text and a variety of other texts Creating responses for public audiences 	Power and Control <ul style="list-style-type: none"> Creative responses to literary texts: Engaging with literary and non-literary texts from diverse times and places Responding to literary and non-literary texts creatively Creating imaginative texts 	Power and Control <ul style="list-style-type: none"> Critical responses to literary texts: Engaging with literary texts from diverse times and places Responding to literary texts critically Creating analytical texts

Assessment The results from each of the assessments are added together to provide a subject score which is translated to a cumulative overall subject result (A-E).

Summative Assessments

Unit 1		Unit 2		Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1):	25%	Summative Internal Assessment 2 (SIA2):	25%	Summative Internal Assessment 3 (SIA3):	25%	Summative Internal Assessment 4 (SIA4):	25%
<ul style="list-style-type: none"> Extended response — persuasive spoken response 		<ul style="list-style-type: none"> Extended response — written response for a public audience 		<ul style="list-style-type: none"> Examination — imaginative written response 		<ul style="list-style-type: none"> Examination — analytical written response 	

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Mathematics

Contact: Mr Steve Bishop (sbishop@mfac.edu.au)

Mathematics requires reasoning and creativity in employing abstraction and generalisation to identify, describe and apply patterns and relationships. The symbolic nature of Mathematics provides a powerful, precise and concise means of communication.

Mathematics incorporates the processes of questioning, reflecting, reasoning and proof. It is a powerful tool for solving familiar and unfamiliar problems both within and beyond Mathematics. As such, the study of Mathematics provides opportunities for students to learn to describe and apply patterns and relationships; reason, predict and solve problems; calculate accurately both mentally and in written form; estimate and measure; and interpret and communicate information presented in numerical, geometrical, graphical, statistical and algebraic forms.

The ability to make informed decisions, and to interpret and apply Mathematics in a variety of contexts, is an essential component of students' preparation for life in the twenty-first century.

To participate fully in society students need to develop the capacity to critically evaluate ideas and arguments that involve mathematical concepts or that are presented in mathematical form.

Year 10	Senior Studies
Preparatory General Mathematics Preparatory Mathematics Methods	General Mathematics Mathematical Methods Specialist Mathematics

- > English
- > Mathematics
- > Science
- > Humanities

- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Mathematics - Year 10

Introduction

The Year 10 Mathematics course offers students two parallel alternatives – Preparatory General Mathematics and Preparatory Mathematics Methods. These alternatives allow students to commence a pathway into the two aligned Mathematics subjects in Year 11. At the end of Year 9, students receive guidance into making the right decision about Mathematics at this important juncture, and parental consent is required. Students who are still unsure about their need, or ability, to pursue high level Mathematics into Year 11 and 12, are encouraged to commence Year 10 in the Preparatory Maths Methods course with the understanding that it is possible during the year for a student to move from one course to the other.

Cambridge IGCSE Pathway Students

Students who are completing the Cambridge IGCSE Mathematics in Year 9 will be given two Mathematics options on the subject selection form for Year 10. They may select Preparatory Mathematics Methods which is the normal Year 10 Mathematics pathway, or they may select Mathematics Methods which is Unit 1 of the Year 11 course. Cambridge IGCSE students should note that your selection at this time will only be regarded as an indication from you as to your preferred pathway. Further advice and guidance will be provided to Cambridge IGCSE students based on assessment results, including those from the Cambridge external exams, later in Term 4. Mathematics pathways for students who have completed the IGCSE will be finalised at this time. Cambridge IGCSE Mathematics Pathways students should refer to the Year 11 Mathematics Methods course description in this handbook for details of that course.

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Preparatory General Mathematics

Full Year Compulsory Subject

Students electing to study Preparatory General Mathematics will continue with the prescribed Australian Mathematics Curriculum supplemented with units that will prepare them for General Mathematics at Year 11.

Pathways: This subject provides a foundation for further studies of General Mathematics in Year 11 and 12. For pathways beyond school, please refer to the senior course descriptions.

Structure

Semester One - Unit 1	Semester One - Unit 2
Measurement and Quadratic Expressions <ul style="list-style-type: none"> Trigonometry 1 Quadratics Measurement In three dimensions 	Analytical Geometry and Applied Statistics <ul style="list-style-type: none"> Analytical geometry Simultaneous equations Applied statistics
Semester Two - Unit 3	Semester Two - Unit 4
Measurement, Geometry and Proportion <ul style="list-style-type: none"> Trigonometry 2 Geometry Variation 	Financial Mathematics and Statistics <ul style="list-style-type: none"> Consumer mathematics Applied statistics

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1		Unit 2	
Summative Internal Assessment 1 (SIA1): • Examination	50%	Summative Internal Assessment 3 (SIA2): • Examination	50%
Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA3): • Problem-solving and Modelling Task	40%	Summative Internal Assessment 3 (SIA5): • Examination	30%
Summative Internal Assessment 2 (SIA4): • Examination	30%		

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Preparatory Mathematics Methods

Full Year Compulsory Subject

Students electing to study Preparatory Mathematics Methods will complete the Australian Mathematics Curriculum supplemented with units from the Extension Mathematics 10A topic as prescribed by the Australian Curriculum.

Pathways: This subject provides a foundation for further studies of Mathematical Methods and Specialist Mathematics in Year 11 and 12. For pathways beyond school, please refer to the senior course descriptions.

Structure

Semester One - Unit 1	Semester One - Unit 2
Measurement and Quadratic Expressions <ul style="list-style-type: none"> Trigonometry in three dimensions Quadratics Measurement In three dimensions 	Analytical Geometry and Applied Statistics <ul style="list-style-type: none"> Analytical geometry Simultaneous equations Applied statistics
Semester Two - Unit 3	Semester Two - Unit 4
Trigonometry and quadratics <ul style="list-style-type: none"> Further trigonometry Quadratic equations and models 	Introduction to functions and combinatorics <ul style="list-style-type: none"> Introduction to functions Counting theory Exponential and log functions

Assessment: The results from each of the assessments are combined to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1		Unit 2	
Summative Internal Assessment 1 (SIA1): Examination	50%	Summative Internal Assessment 3 (SIA2): Examination	50%
Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA3): Problem-solving and Modelling Task	40%	Summative Internal Assessment 3 (SIA5): Examination	30%
Summative Internal Assessment 2 (SIA4): Examination	30%		

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education



Science

Contact: Mrs Penny Horton-Stephens (phortonstephens@mfac.edu.au) Term 2 & 3
 Mrs Emmie Cossell (ecossell@mfac.edu.au) Term 4

Science provides a distinctive view and way of thinking about the world. The study of Science in its various forms has led to an evolving body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the biological, physical and technological world. An understanding of Science and its social and cultural contexts provides a basis for future choices and ethical decisions about local and global applications as well as the implications of science.

Through the study of Science, students investigate phenomena that occur over a range of scales, from the subatomic to the cosmological, from events that take place almost instantaneously to processes occurring over billions of years, from the origins of the universe to contemporary phenomena. The study of Science provides students with the opportunity to examine the impact on their lives of scientific knowledge and its application to their communities and surroundings. Students are given the opportunity to become independent learners and promote their development of informed attitudes towards Science and the environment.

The study of Science also provides opportunities for students to develop the skills of working scientifically by engaging them in thinking critically and creatively in problem-solving processes. Students are encouraged to critically analyse data and information, evaluate issues and problems, develop questions for inquiry and investigation, and draw evidence-based conclusions. Students are called on to apply and communicate their findings, understanding and viewpoints in a scientifically literate way when making decisions about the environment, the natural and technological world.

Year 10	Senior Studies
Biology Chemistry Environmental Science Physics	Biology Chemistry Marine Science Physics

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Biology - Year 10

When you study Year 10 Biology, you will examine the phenomenon of life in all its manifestations. Biology encompasses studies of the origin, development, and functioning of living systems and the biochemical and genetic mechanisms that underpin them. Your understandings will be developed in terms of concepts inherent in the principles of biology, which are:

- Cell Biology
- Genetics

At every level of organisation in the living world, structure and function are interrelated. Microscopic and macroscopic interaction of structure and function is studied. This course provides a foundation for the study of Biology and Marine Science at Year 11 and 12 level, but is not a prerequisite.

Pathways

This subject provides a foundation for further studies of Biology in Year 11 and 12. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
Cell Biology <ul style="list-style-type: none"> • Cell function and organelles • Biochemical processes • Action of enzymes 	Genetics <ul style="list-style-type: none"> • Structure and function of DNA • Hereditary patterns and inheritance • Genetic conditions

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): • Student Experiment	Summative Internal Assessment 1 (SIA2): • Research Report
22%	22%
Summative Internal Assessment 3 (SIA3): Semester Exam [covering Units 1 and 2]	
56%	

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Chemistry - Year 10

Chemistry will help you to understand the links between the macroscopic properties of the world and the subatomic particles and forces that account for those properties. The application of Chemistry enables us to make sense of the physical world. In Year 10 Chemistry, subject matter is derived from key concepts and key ideas. You will progressively explore and develop your understandings of these over the course of study through two units of work:

- Organising Matter
- Investigating Reactions

Pathways

This subject provides a foundation for further studies of Chemistry in Year 11 and 12. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
Organising Matter <ul style="list-style-type: none"> • Separating Mixtures • Atomic structure and the periodic table • Bonding • Organic Chemistry 	Chemical reactions <ul style="list-style-type: none"> • Chemical Equations • Types of Reactions • Reaction rates

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): • Research Report	Summative Internal Assessment 1 (SIA2): • Student Experiment
Summative Internal Assessment 3 (SIA3): Semester Exam [covering Units 1 and 2]	
	22%
	22%
	56%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Environmental Science - Year 10

Environmental Science is a practical science subject that lets you explore science concepts, systems and models in marine contexts. You will look at environmental issues and problems by investigating a range of marine ecosystems. Through your investigations and research, you will come to see the importance of global systems and living sustainably.

- Global Systems
- Marine Biodiversity

Pathways

This course provides a foundation for the study of Biology and Marine Science at Year 11 and 12 level, but is not a prerequisite. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
Global Systems <ul style="list-style-type: none"> • Earth's Spheres • The Water Cycle • Weather and Climate • Ocean Circulation • Global Carbon Cycling • Greenhouse Effect • Effect of Global Warming on the Oceans 	Marine Biodiversity <ul style="list-style-type: none"> • Marine Ecosystems • Abiotic Factors of Marine Systems • Marine Flora and Fauna • Marine Food webs • Bioaccumulation • Marine Conservation

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> • Student experiment 	Summative Internal Assessment 1 (SIA2): <ul style="list-style-type: none"> • Research report
Summative Internal Assessment 3 (SIA3): Semester Exam [covering Units 1 and 2]	
	56%

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Physics - Year 10

Physics is the study of the nature and properties of matter and energy and how they interact with each other. It is an investigative and experimental science that involves formulating and testing hypotheses through analysing evidence in order to understand how the universe works. Physics values methods of precise measurement, reproducible experimentation and powerful mathematical relationships. Year 10 Physics students develop these skills within the contexts of:

- Road Safety
- Astronomy and Cosmology

This course provides a foundation for the study of Physics at Year 11 and 12 level, but is not a prerequisite.

Pathways

This subject provides a foundation for further studies of Environmental Science in Year 11 and 12. For pathways beyond school, please refer to the senior course descriptions.

Unit 1	Unit 2
Cosmology <ul style="list-style-type: none"> • Telescopes and astronomy • Stars • Expanding universe theory 	Motion <ul style="list-style-type: none"> • Describing Motion • Investigating forces • Energy in systems

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): • Research Investigation	Summative Internal Assessment 1 (SIA2): • Student Experiment
Summative Internal Assessment 3 (SIA3): Semester Exam [covering Units 1 and 2]	
	22%
	22%
	56%

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education



Humanities

Studies in the Humanities revolve around inquiry into human behaviour and interaction in social, cultural, environmental, economic, and political contexts.

The Humanities have an historical and contemporary focus, from personal to global contexts, and considers challenges for the future.

The Humanities provide a significant vehicle for the development of higher order critical thinking skills. These skills are applicable to many areas of study (at both school and university) beyond the Humanities.

Contact: Mr Cameron Martens (cmartens@mfac.edu.au)

Year 10	Senior Studies
Ancient History	Ancient History
Economics	Economics
Geography	Geography
Legal Studies	Legal Studies
Modern History	Modern History
Philosophy & Reason	Philosophy & Reason

Contact: Mrs Susan Lynch (slynch@mfac.edu.au)

Year 10	Senior Studies
Accounting	Accounting
Business	Business

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Ancient History - Year 10

Semester Length Elective

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

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

This subject provides a foundation for further studies of Ancient or Modern History in Year 11 and 12. The skills developed may also have application to other (Humanities/ Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
Archaeology of Death and Burial <ul style="list-style-type: none"> An introduction to the study of Ancient History through the mystery surrounding the death of Tollund Man, followed by investigations into some of the mysteries of death and burial in Ancient Egypt, such as Tomb II in the Great Pyramid and the life and death of Tutenkhaman. 	Unearthing the Secrets of Pompeii and Herculaneum <ul style="list-style-type: none"> An inquiry based student led investigation into aspects of Ancient Roman life in the city of Pompeii.

Assessment: The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> Examination - short responses to historical sources 	Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> Investigation: independent source investigation
50%	50%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Business - Year 10

Semester Length Elective

The course gives students the opportunity to develop their entrepreneurial flair by developing a business idea using the 'Startup' model. Students create a proposal for a startup which includes research into the concept, marketing, funding and social responsibilities associated with their idea. Students are given the opportunity to develop an understanding of financial issues relating to operating a business. Accounting and Business can be studied concurrently, consecutively or independently.

Pathways

This subject provides a foundation for further studies of Business in Year 11 and 12. The skills developed may also have application to other (Humanities/ Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
Entrepreneurship <ul style="list-style-type: none"> Focuses on the qualities and personal characteristics of an entrepreneur Introduces students to entrepreneurs - in both profit and not-for-profit organisations Investigates the role entrepreneurs play in society. 	The Startup <ul style="list-style-type: none"> Develop a business idea using the 'Startup' model. By focussing on 21st century skills such as creativity and curiosity students will work in groups to develop a business idea. Their proposal will develop the business concept, and investigate the marketing, funding and social responsibility associated with their idea. They will then be required to pitch their idea to a panel of industry professionals in a 'shark tank' format.

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> Extended Written Response - An in-class assessment focussing on the role of the entrepreneur in society. 	Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> Startup proposal - Students work in teams of three to develop a proposal that outlines their startup proposal. The proposal incorporates the concept of the startup, funding, marketing and social responsibility considerations. Once the proposal is created, students will pitch their startup to a panel of industry professionals.
30%	70%

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Economics Year 10

Semester Length Elective

This subject is designed to bring together knowledge and skill-building activities to provide students with basic economic literacy. The course focuses on developing analytical skills by presenting students with an inquiry based study of topical economic problems and issues.

This course introduces the general nature of the discipline of economics and examines issues such as the economic problem, different economic systems, factors influencing supply and demand, as well as investigating the price mechanism and how the Australian economy works. Students then explore Australia's place in the global community by looking at the economy and measuring its performance through a range of economic indicators. Students will inquire into many contemporary economic issues such as globalisation, economic growth, unemployment, inflation and the environment.

Pathways: This subject provides a foundation for further studies of Economics in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
An introduction to microeconomics <ul style="list-style-type: none"> Economics is essentially the study of how to use scarce resources in the best way possible to satisfy individual and collective wants. Topic 1 will focus on the economic problem and the concepts of scarcity, choice and opportunity cost. Topic 2 will examine the forces of demand and supply that underlie the operation of the price mechanism in an economic system. This unit will draw on current economic contexts and real life examples to provide depth to the students' learning in class. 	An introduction to macroeconomics <ul style="list-style-type: none"> This Unit introduces the study of Economics from the perspective of the national economy and aspects of the global economy. Key Indicators of economic performance in the Australian economy will be studied, as well as factors that cause variations in economic performance and the influences of income and wealth in Australia. Finally, but most significantly, the role of the government in managing the economic performance of the economy will be studied.

Assessment: The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> Combination Short Response 	Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> Research Inquiry
50%	50%

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Geography - Year 10

Semester Length Elective

GLOBAL STUDIES

This course investigates the threats to our vast ocean resources and the impact of atmospheric hazards on human wellbeing. A field trip to Fraser Island allows students to put theory into practice. Digital mapping and graphic skills are developed in each unit of work. The main focus of Geography is the physical world and the diversity of human interaction with the environment.

Pathways

This subject provides a foundation for further studies of Geography in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
Environmental Change and Management: Ocean in Motion <ul style="list-style-type: none"> Changing oceans and coasts including a field study of the Fraser Island coast 	Wellbeing and Natural Hazards <ul style="list-style-type: none"> Atmospheric hazards: Cyclones, storms, droughts, and their impact on human wellbeing

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> Investigation: field report 	Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> Examination: combination response
50%	50%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Accounting - Year 10

Semester Length Elective

Accounting provides a basis for the understanding of the operation of business and its importance to our economy. The subject focuses on the study of financial management and how 'best practice' in this field leads to successful business models and outcomes. Students are given the opportunity to develop skills and understandings in the area of financial literacy in an attempt to understand their financial future.

Pathways This subject provides a foundation for further studies of Business and Accounting in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
<p>Introduction to Accounting</p> <ul style="list-style-type: none"> Understand the role of Accounting in business operations as well as an understanding of Assumptions which provide the foundations of the Accounting system. Underlying rules relating to the recording of basic business transactions, including Accounting Equation, accounts groups and their natures and debits and credits are explained The processes relating to the recording of transactions including transactional analysis, recording of General Journal entries, posting to the ledger, and preparation of a Trial Balance End-of-year financial reports - Income Statement and Balance Sheet Ethical issues: such as. fraud and tax evasion, including their consequences and penalties will be investigated. 	<p>Unlocking your Financial Future</p> <ul style="list-style-type: none"> Principles and processes that are fundamental to unlocking their financial future Questions such as what is a budget and what is its purpose as well as how can a budget be used to manage personal finances more effectively will be discussed Elements of financial literacy which are particularly important for young people to be aware of, including: mobile phone use, using debit and credit cards, buying online, buying a car, HELP debt, pitfalls and scams, borrowing money, avoiding debt and saving will be investigated. Concepts relating to investment, such as how to prepare for future financial security - good and bad debt; concept of risk vs. return; understanding investment opportunities.

Assessment The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
<p>Summative Internal Assessment 1 (SIA1):</p> <ul style="list-style-type: none"> Practical Test - a supervised in-class assessment task processing a range of business transactions, and preparing financial statements. 	<p>Summative Internal Assessment 2 (SIA2):</p> <ul style="list-style-type: none"> Research Report - in response to a task relating to various aspects of financial literacy.
50%	50%

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Legal Studies Year 10

Semester Length Elective

Legal Studies is a semester based subject that 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 introduces students to the broad principles and features of the Australian legal system, including a study of the operation of our government and our court system; different types of law such as criminal law (offences and sentencing options). Students then consider aspects of the justice system with particular focus on issues that challenges concepts of fairness and justice. Students are also asked to consider their rights and responsibilities as citizens through an investigation of current legal issues facing society such as those arising from new technologies, globalisation and human rights.

Pathways

This subject provides a foundation for further studies of Legal Studies in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
The Australian Legal System: Overview <ul style="list-style-type: none"> • How laws are made • Overview of government • Court system 	Contemporary Citizenship Issues <ul style="list-style-type: none"> • Eg. Right to Privacy • Eg. Cyberbullying

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): • Examination: combination response	Summative Internal Assessment 2 (SIA2): • Investigation: inquiry report
50%	50%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Modern History - Year 10

Semester Length Elective

THE 20th CENTURY WORLD AND AUSTRALIA

The Twentieth Century was a critical period in the development of our world. Beginning with the Russian Revolution, this course examines both its causes and effects, and extends thinking into how it shaped modern Russia and the world in the longer term. The subsequent study will investigate a selection of world wide issues that have emerged since World War II, such as the effectiveness of the United Nations, the causes and effects of the Holocaust and Genocide more generally, as well as the significance of the emergence of modern Terrorism.

The content provides opportunities to develop historical understanding through key concepts including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Historical skills of source analysis and evaluation, inquiry and construction of evidence based arguments are developed with a view to preparing students for senior studies in many disciplines.

Pathways

This subject provides a foundation for further studies of either Modern or Ancient History in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/ Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
The Russian Revolution <ul style="list-style-type: none"> A source-based inquiry into the causes and effects of the Russian Revolution in the early 20th century with a view to developing an understanding of Putin's Russia today 	Conflict in the Modern World <ul style="list-style-type: none"> A student led investigation into selected aspects of significant world-wide issues and events since WW2. Topics studied will include the effectiveness of the United Nations in dealing with conflicts, the causes and effects of the Holocaust and Genocide, and the significance of modern Terrorism.

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (FIA1): <ul style="list-style-type: none"> Examination - short responses to historical sources 	Summative Internal Assessment 2 (FIA2): <ul style="list-style-type: none"> Investigation - independent source investigation
50%	50%

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Philosophy & Reason - Year 10

Semester Length Elective

What is the perfect society? In this course you are the leader doing your best to shape the ideal society. How should you govern? Is it worth sharing wealth? Is it okay to harm criminals? Why bother with schools? We will explore these and more amongst a range of truly challenging questions regarding life and society.

You will engage critically across many branches of Philosophy, including Socio-political, Morality, and Logic. We will learn from great thinkers across time and engage in tough debates to challenge your persuasiveness and reasoning skills. As your knowledge builds, so too will your understanding of our community - from local to global - and the people within.

Pathways

This subject provides a foundation for further studies of Philosophy & Reason in Year 11 and 12. The skills developed also have application to many other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
A Logical Governance <ul style="list-style-type: none"> Human Nature, Rights, and the Good Life Informal Logic and Critical Reasoning Government and Economy 	A Moral World <ul style="list-style-type: none"> Morality and Justice; Crime and Punishment Education and Brainwashing

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> Short response test 	Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> Extended written response
50%	50%

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education



Languages

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second language learners. Even limited experience of the learning of languages is shown to increase metalinguistic awareness and enhance general cognitive development.

The process of teaching and learning languages focuses on linguistic systems and patterns. The need to move between linguistic systems assists students to develop enhanced mental dexterity.

The study of French and Japanese introduces students to the rich cultural traditions of Europe and East Asia. Through experience of the French and Japanese language systems and cultural histories, students gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of the French and Japanese people.

French contact: [Miss Jane Boussalem \(jboussalem@mfac.edu.au\)](mailto:jboussalem@mfac.edu.au)

Year 10	Senior Studies
French	French

Japanese contact: [Miss Jo Bush \(jbush@mfac.edu.au\)](mailto:jbush@mfac.edu.au)

Year 10	Senior Studies
Japanese	Japanese

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

French - Year 10

Year Long Elective *

**under special circumstances, students may be permitted by the Head of Department to study this subject for a single semester rather than a full year.*

The study of French introduces students to the rich cultural traditions of Europe. Through experience of the French language systems and cultural histories, students gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of the French people. In Year 10 French, students enhance their language by studying authentic topics that will lead them to Year 11 and 12 curriculum. By the end of each semester, students will be able to converse with French people on a wide range of topics.

Pathways

This subject provides a foundation for further studies of French in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

French 1: Unit 1	French 1: Unit 2	French 2: Unit 3	French 2: Unit 4
<p>Travel and Plan Your holidays</p> <ul style="list-style-type: none"> • Make decisions, organising and sequencing a holiday with their peers, their family or alone. • Share, evaluate, compare their travel plans with others using a form of social media such as Facebook and Instagram. • Analyse French behaviours with regard to their holiday habits. Compare and interpret the differences between Australians and French habits. 	<p>The Media and New Technologies</p> <ul style="list-style-type: none"> • Develop their vocabulary to express, identify and analyse any form of TV or Cinema programmes as well as social media and its importance in our modern society. • Share, evaluate and compare their TV or cinema favourite genres. Discuss the impact of Reality TV nowadays. • Analyse and compare what is offered on TV in France. • Study different ways to socialise using the Internet and social networks. 	<p>My Routines and My Health</p> <ul style="list-style-type: none"> • Analyse and compare their daily routine, whether they are on the weekend, the holidays or during the school week. Compare their daily routines in present, past or future situations. • Talk about their daily life at school or at home. • Prepare students to talk about their health, expressing or identifying how they feel, making appointments with the doctor or the dentist, evaluating sickness. 	<p>My Part time job and My Future life</p> <ul style="list-style-type: none"> • Investigate and make decisions for their future life. • Discuss their parents' occupations. • Identify their part time jobs and analyse their future work experiences. • Evaluate and Compare part time jobs in Australia and in France. • Justify why Australian teenagers have part time jobs. • Express what they intend to do in their future life in terms of occupation. • Compare different occupations pros and cons.

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to a cumulative overall subject result (A-E).

Summative Assessments

Unit 1		Unit 2	
Summative Internal Assessment 1 (SIA1): • Short Response: Analysing French texts in English	15%	Summative Internal Assessment 2 (SIA2): • Combination response: Analysing French texts in English (6%) & Creating French texts with French stimulus (12%) • Combination response: Exchanging information and ideas in French (12%)	30%
Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA3): • Extended response: Analysing French texts in French (15%) • Extended response: Exchanging information and ideas in French (15%)	30%	Summative Internal Assessment 2 (SIA4): • Short response: Analysing French texts in English (reading/listening)	15%
		Summative Internal Assessment 2 (SIA5): • Creating French texts with French stimulus (writing)	10%

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Japanese - Year 10

Year Long Elective

**under special circumstances, students may be permitted by the Head of Department to study this subject for a single semester rather than a full year.*

By the end of the course, students will be able to communicate with Japanese people on a wide range of topics based on polite language. Effective participation in the course at Year 10 level offers students the potential to:

- enhance their level of general cognitive development and Japanese literacy
- apply many Core Cognitive Elements in the process of their everyday studies
- extend their understanding and appreciation of Australia as a country with a diversity of linguistic and cultural perspectives
- develop culturally sensitive attitudes toward people of other cultures and broaden the student's world-view.

Pathways

This subject provides a foundation for further studies of Japanese in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Japanese 1: Unit 1	Japanese 1: Unit 2	Japanese 2: Unit 3	Japanese 2: Unit 4
Homestays <ul style="list-style-type: none"> • Analyse the similarities between Japanese and Australian family and school lives, and determine the best ways to cope. • Research and compare available homestay and study programs available and the processes needed to apply. • Create a multimodal presentation, promoting yourself as a potential homestay applicant 	Health <ul style="list-style-type: none"> • Analyse the Japanese and Australian medical system and determine the similarities and differences. • Identify physical symptoms and how to express them to potential host families and doctors. • Understand what Rajio Taisoo is and how it connects people in Japan 	Natural Disasters <ul style="list-style-type: none"> • Identify the types of Natural disasters that occur in both Japan and Australia. Analyse and compare how prepared the people are. • Talk about preparations and warnings and how they are delivered. • Prepare students to talk about how they can inform Japanese visitors of the dangers and how to best prepare in the event of a natural disaster in Australia, particularly in the area they live. 	Teenagers and New Technologies <ul style="list-style-type: none"> • Develop their vocabulary to express, identify and analyse any form of Teenage trends and Technology and determine how it affects or influences Teenagers. • Share, evaluate and compare their views on Teenage trends and what Technology is used in both Japan and Australia. Discuss the impact of some of these trends on Teenagers in particular in Australia and Japan.

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to a cumulative overall subject result (A-E).

Summative Assessments

Unit 1		Unit 2	
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> Short Response: Analysing Japanese texts in English 	15%	Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> Combination response: Analysing Japanese texts in English (6%) & Creating Japanese texts with Japanese stimulus (12%) Extended response: Analysing Japanese texts in Japanese (12%) 	30%
Unit 3		Unit 4	
Summative Internal Assessment 2 (SIA3): <ul style="list-style-type: none"> Multimodal extended response: Exchanging information and ideas in Japanese Extended response: Exchanging information and ideas in Japanese 	15% 15%	Summative Internal Assessment 2 (SIA4): <ul style="list-style-type: none"> Extended response: Analysing Japanese texts in Japanese Extended response: Exchanging information and ideas in Japanese 	10% 15%

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education



The Arts

At Flinders we offer senior students four Arts subjects; Drama, Music, Film Television and New Media, and Visual Arts. These subjects have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. They provide opportunities for students to learn how to create, design, represent, communicate and share imagined and conceptual ideas, emotions, observations and experiences. They acquire knowledge, skills and understanding specific to The Arts, and develop critical understanding to inform decision-making and aesthetic choices. The Arts play a major role in the development and expression of culture and community, and contribute to the development of confident and creative individuals.

Art contact: Mrs Rosslyn Braithwaite (rbraithwaite@mfac.edu.au)

Year 10	Senior Studies
Art: Perspectives	Visual Art
Art: Connections	

Drama contact: Ms Melissa White (mwhite@mfac.edu.au)

Year 10	Senior Studies
Drama A	Drama
Drama B	

Music contact: Mrs Julene Robertson (jrobertson@mfac.edu.au)

Year 10	Senior Studies
Music	Music
	Music Extension (Composition)
	Music Extension (Performance)

Film, Television & New Media contact: Mr Rob Neale (rneale@mfac.edu.au)

Year 10	Senior Studies
Film, Television & New Media	Film, Television & New Media

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Art: Perspectives - Year 10

Semester Length Elective

Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

In Art: Perspectives, students create an experimental folio which explores the concept of perspectives and provides opportunities to enrich student's knowledge and aesthetic experience of the world through critical thinking, making and responding to art in contemporary, personal and cultural contexts. As an artist, students continue to build knowledge as they develop skills and use artwork to communicate to an audience. Students will be challenged to consider the way art can communicate reactions to, and connection with, places, spaces and objects. As an audience, students will consider what we can learn from works of art and how context can influence the way visual language is understood. This is a teacher directed unit with increasing independent work over the semester. Student skill and understanding is assessed through ongoing work in their Visual Diaries and resolved works. The Overall Grade for this subject is derived by combining assessment results from the entire semester.

Pathways: This subject provides a foundation for further studies of Visual Art in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
Perspectives: art & the environment <ul style="list-style-type: none"> Investigations into the influence of environments on artists and art making Teacher directed experimental folio - inclusive of Making and Responding Drawing, painting, printmaking, time based media and installation 	Perspectives: art & the human-made world <ul style="list-style-type: none"> Investigations into the influence of the human-made environment on art and artists Teacher directed experimental folio - inclusive of Making and Responding Sculpture, collage, mixed media, photography and time based media

Assessment: The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> Visual diary and resolved works - making and responding 	Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> Visual diary and resolved works - making and responding
50%	50%

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Art: Connections - Year 10

Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Learning in the Visual Arts helps students to develop an understanding of world culture and their responsibilities as global citizens.

Art: Connections explores the concept of Connections and provides opportunities to enrich student's knowledge and aesthetic experience of the world through critical thinking, making and responding to art in contemporary, personal and cultural contexts. As an artist, students continue to build knowledge as they develop skills and use artwork to communicate to an audience. Students will be challenged to consider the way art can communicate reactions to, and connection with, places, spaces and objects. As an audience, students will consider what we can learn from works of art and how context can influence the way visual language is understood.

This is a teacher directed unit with increasing independent work over the semester.

Student skill and understanding is assessed through ongoing work in their Visual Diaries and resolved works. The Overall Grade for this subject is derived by combining assessment results from the entire semester.

Pathways

This subject provides a foundation for further studies of Visual Art in Year 11 and 12. The skills developed may also have application to other (Humanities/ Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
Connections: human & animal <ul style="list-style-type: none"> Investigations into the connection between humans and animals Teacher directed experimental folio which develops into student directed focus 2D, design, 3D, photography and time based media 	Connections: the sacred realm <ul style="list-style-type: none"> Investigations into ritual, imagination and the impact of culture on art Teacher directed experimental folio - inclusive of Making and Responding 2D, 3D, printmaking and digital processes

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> Visual diary and resolved works - making and responding 50%	Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> Visual diary and resolved works - making and responding 50%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Drama A - Year 10

Semester Length Elective

Drama is an intellectually engaging intersection of lateral thought and practice. It allows students to interrogate the human experience and challenges their understandings by encouraging and provoking alternative ways of seeing, thinking and doing. Drama enables students to know and observe our world collectively and as individuals: it reveals a sense of who they are and might become as they make connections and new meaning of the world around them and their place in it.

Students will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning.

Pathways

This subject provides a foundation for further studies of Drama in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
Realism <ul style="list-style-type: none"> Sharing people's stories through making and responding to drama as ensemble and audience 	Physical Theatre <ul style="list-style-type: none"> Using drama to celebrate, document, empower and share understandings of the human experience

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1		Unit 2	
Summative Internal Assessment 1 (SIA1): • Performance - published text	30%	Summative Internal Assessment 3 (SIA3): • Written and practical project - dramatic concept	40%
Summative Internal Assessment 2 (SIA2): • Extended analytical response	30%		

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Drama B - Year 10

Semester Length Elective

Drama is an intellectually engaging intersection of lateral thought and practice. It allows students to interrogate the human experience and challenges their understandings by encouraging and provoking alternative ways of seeing, thinking and doing. Drama enables students to know and observe our world collectively and as individuals: it reveals a sense of who they are and might become as they make connections and new meaning of the world around them and their place in it.

Students will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning.

Pathways

This subject provides a foundation for further studies of Drama in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1

Documentary Drama

- Using drama to re-frame purpose, context and meaning through contemporising texts
- Manipulating and shaping dramatic languages to communicate to 21st century audiences
- Reshaping and transforming meaning of inherited texts through skills of drama, including devising, directing and acting

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1

Summative Internal Assessment 1 (SIA1):

- Practice led project - directorial vision and performance

60%

Summative Internal Assessment 2 (SIA2):

- Extended analytical response under examination conditions

40%

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Music - Year 10

Full Year Elective Subject*

**under special circumstances, students may be permitted by the Head of Department to study this subject for a single semester rather than a full year.*

Music in Year 10 focuses on enhancing students' musicianship through the dimensions of performance, composition and musicology. The aim is to develop knowledge, understandings, skills, techniques, artistry, creativity, attitudes and dispositions to allow students to participate in all forms of music making. The subject explores music elements and concepts within context, style and genre and develops capacity in understanding and using commonly used terminology and music notation conventions. Students will be engaged in critical and creative thinking through analysis and evaluation of the way performers and composers use and manipulate music concepts and devices and applying this to generate new ideas and identify alternatives.

Pathways: This subject provides a foundation for further studies of Music in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Music 1	Music 2
Bach to Beatles and Beyond <ul style="list-style-type: none"> How do musicians apply knowledge of chords and harmonic structure to create parts? How are music elements used by Baroque composers in comparison to popular artists to create style and genre? What are the characteristics and techniques employed when performing music of different genres? 	Under Cover <ul style="list-style-type: none"> What compositional devices and practices do musicians use and manipulate to create new versions of existing songs for example a remix, cover and arrangement? How do these techniques change according to the context? How do different composers and performers exploit the ranges and capabilities of various instruments and voices?.

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to a cumulative overall subject result (A-E).

Summative Assessments

Unit 1		Unit 2	
Summative Internal Assessment 1 (SIA1): • Performance	20%	Summative Internal Assessment 3 (SIA3): • Integrated Project	35%
Summative Internal Assessment 2 (SIA2): • Composition	20%	Summative Internal Assessment 4 (SIA4): • Examination	25%

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Film, Television and New Media - Year 10

Semester Length Elective

The Film, Television and New Media course is designed to develop in students the knowledge, understanding, skills and values that will enable them to analyse, design, develop and implement moving image media solutions.

Students will:

- Explain the features of moving-image content and practices
- Symbolise conceptual ideas and stories
- Apply literacy skills
- Synthesis visual, audio and text elements to solve conceptual and creative problems.

Pathways

This subject provides a foundation for further studies of Film, Television and New Media in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
Social Justice Video <ul style="list-style-type: none"> • Students will study the documentary genre. • Students will research a social justice issue and create a documentary to highlight the issue to a specified audience. • Students will create a dramatic treatment, storyboard and reflective statement. • Students will use various technical codes to create meaning through a short documentary. 	Social Justice New Media <ul style="list-style-type: none"> • Students will create a form of new media to support and launch the documentary from Unit 1. • General design principles will be discussed and how they relate to conveying meaning.

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> • Stylised project 	Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> • New media product
50%	50%

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education



Technologies

Technology and an understanding of design processes enable people to manage, interpret, shape and alter their environment to improve their quality of life at home, school, in work places and in the broader community. The rapid rate of technological change in an increasingly knowledge-based society highlights the need for flexible technological capability, innovative thinking and effective communication skills.

Students learn about technologies and use a range of materials, tools and techniques relevant to the personal, commercial and global areas of human activity. Technologies assume increased importance when they are applied to solve real problems and to create ideas and solutions in response to needs and opportunities for customers, clients or themselves. They can be used to add functional, aesthetic and environmental value to products.

Students can further develop a fascination with, and enjoyment of, innovating and creating through making decisions and in their production of working solutions. They will experience a core of design processes and technological experiences.

Year 10	Senior Studies
Design Digital Solutions Engineering Food & Nutrition Graphics Architecture Industrial Technology	Design Digital Solutions Engineering Food & Nutrition Industrial Graphics Skills (Applied) Industrial Technology Skills (Applied)



[Technologies contact: Mrs Natalie Sutton \(nsutton@mfac.edu.au\)](mailto:nsutton@mfac.edu.au)

[Digital Solutions contact: Mr Rob Neale \(rneale@mfac.edu.au\)](mailto:rneale@mfac.edu.au)

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Engineering - Year 10

Semester Length Elective

In this subject students solve physical challenges. They apply engineering principles using technology and materials. Logical thinking and problem solving feature, as students explore, develop, generate, evaluate and refine their recommended solutions.

Students identify a problem, research the concept, create a workable prototype and evaluate the solution. Engineering provides an opportunity for students to apply skills and knowledge from science, technology and mathematics.

Pathways

This subject provides a foundation for further studies of Engineering in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
Engineering Fundamentals & Need for Speed <ul style="list-style-type: none"> • Engineering mechanics • Materials • Introduction to automation • Study the science of speed by designing and making a CO2 Dragster. • Develop wing to create downward force to be incorporated in the dragster. 	Hydraulic Arm <ul style="list-style-type: none"> • Mechanisms, machines and processes • Study mechanical engineering by designing and making a hydraulic arm. • Process testing and analysis of the forces acting on machines and mechanisms. • Collaborative challenges designed to develop critical and creative thinking through the engineering problem solving process.

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> • In-class assessment 40%	Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> • Project folio 60%

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Design Year 10

Semester Length Elective

If you are thinking about studying Design, think Elon Musk and Tesla, Steve Jobs and Apple, or Stella McCartney and clothing.

Design is about iterating ideas and solutions, 'thinking and doing'. It is the basis for engineering and architecture; industrial, fashion, graphic and product design; and much more.

Students identify a real-life problem or idea, then apply design thinking, iterating and prototyping skills to develop solutions.

In this course students will explore local, national and international needs, wants and opportunities; then develop a proposal and prototype ideas and concepts. Students will work independently and in teams to develop their critical thinking, drawing, creativity, prototyping and communication skills.

Pathways

This subject provides a foundation for further studies of Design in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
Introduction to the Design Process <ul style="list-style-type: none"> Drawing and prototyping. Develop solutions for a stakeholder (teacher nominated). Practical experiences using various materials and technologies to provide a foundation for prototyping and problem-solving in Unit 2. 	Sustainable Design <ul style="list-style-type: none"> Apply the Design Process to develop a solution to a sustainability issue (student nominated). Prototype solutions using chosen materials and technologies suitable to the identified sustainability issue. Communication and presentation skills to effectively pitch ideas.

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> In-class assessment 40%	Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> Project Folio 60%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Digital Solutions - Year 10

Semester Length Elective

The Digital Solutions course is designed to develop in students the knowledge, understanding, skills and values to solve problems through the creation of software solutions.

Students will develop:

- Knowledge and understanding of the software development cycle
- Skills in designing and developing software solutions
- Skills in teamwork and communication
- Knowledge of legal, social and ethical issues associated with software design and development

Pathways

This subject provides a foundation for further studies of Digital Solutions in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
Algorithmic Design <ul style="list-style-type: none"> • Students will engage in a variety of software development projects with an emphasis on the algorithmic development. Through various projects, students develop an understanding of problem solving, algorithmic design, coding and documentation. 	Digital Solution <ul style="list-style-type: none"> • A range of computer applications and languages will be used to develop a digital solution to a range of problems. Students will apply and extend their knowledge from Unit 1 to develop a digital solution within a project context.

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> • Examination 	Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> • Project - Digital Solution
25%	75%

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Food & Nutrition - Year 10

Semester Length Elective

What do famous chefs, Jamie Oliver, Nigella Lawson and Curtis Stone all have in common? They understand the science of food.

The basis of this subject is to understand the nutritional value of food together with the chemical, functional and sensory properties of ingredients. Students design and formulate recipes to create healthy, great-tasting products and new food solutions.

Through practical experiences, students analyse problems and research relating to food, health and nutrition. They also generate and trial solutions for specified consumer markets.

Pathways This subject provides a foundation for further studies of Food & Nutrition in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
Introduction to Food Science, Nutrition and Food Technologies <ul style="list-style-type: none"> Carbohydrate and fat Sensory profiling Developing food solutions using the Australian Dietary Guidelines 	Food Solution Development for Nutrition Consumer Markets <ul style="list-style-type: none"> Protein and sugar Formulation for nutrition consumer markets Developing food solutions

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> In class assessment 	Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> Project folio
40%	60%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Graphics Architecture - Year 10

Semester Length Elective

The Sydney Opera House, the Eiffel Tower and the Burj Khalifa all started life as a great drawing.

Graphics Architecture focuses on applying and simulating design thinking to solve real-world problems. Students individually work through the design process. They use Virtual Reality technology, Computer-Aided Design and drawing to produce industry standard architectural models that meet client needs and wants.

Pathways

This subject provides a foundation for further studies of Design or Industrial Graphic Skills in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
Human-Centred Architectural Design <ul style="list-style-type: none"> Client needs and wants Establishing a Design Criteria Design development processes Designing with empathy Design and sketching style 	Architectural Drafting Processes and Practices <ul style="list-style-type: none"> Computer drafting skills Industry standards and requirements Drawings and technical information

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> Multimodal report 	Summative Internal Assessment 3 (SIA3): <ul style="list-style-type: none"> Product and written Portfolio
Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> Multimodal project folio 	

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Industrial Technology Skills - Year 10

Semester Length Elective

In this course students have the opportunity to engage with more hands-on learning. Through a range of manufacturing techniques and technologies, they will produce a set of projects using wood and plastic.

Students will spend the majority of class time working on their project applying manufacturing skills and processes. Workshop safety, industry topics and theory are also core elements of this course.

Pathways: This subject provides a foundation for further studies of Industrial Technology Skills in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1 : Computer Aided Design	Unit 2: Timber Technologies	Unit 3: Mixed Materials
CAD & Laser Cutting <ul style="list-style-type: none"> Interpreting and producing working drawings Understanding the Australian Standards Evaluating products, processes and practices, include valid recommendations 	Timber coat hanger <ul style="list-style-type: none"> Demonstrate practical skills at an industry standard Proficient creation of timber products that meet specifications from a set of drawings Practice safe working habits 	Bluetooth speaker <ul style="list-style-type: none"> Demonstrate practical skills at an industry standard Thorough adaptation of workshop production processes Practice safe working habits Evaluating products, processes and practices, include valid recommendations

Assessment

The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

Summative Assessments

Unit 1		Unit 2		Unit 3	
Summative Internal Assessment 1 (SIA1):	20%	Summative Internal Assessment 3 (SIA2):	20%	Summative Internal Assessment 3 (SIA3):	20%
<ul style="list-style-type: none"> Computer aided design test 		<ul style="list-style-type: none"> Product and project journal 		<ul style="list-style-type: none"> Product & written evaluation 	

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
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Health & Physical Education

Contact: Mr Scott Kennedy (skennedy@mfac.edu.au)

Health & Physical Education (HPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students.

It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

Learning in HPE develops in students the knowledge and skills needed to understand and enhance their interactions and interpersonal relationships in ways that promote positive health and movement outcomes for themselves and others. Learning in HPE also significantly contributes to students' health and well-being through the development of personal values based on an understanding of ethical and spiritual considerations.

Learning in HPE also encourages young people to take a positive approach to managing their lives and equips them with skills for current and future challenges. It contributes to the development in young people of the capacity to take responsibility for their own learning and of a commitment to continue learning throughout life. The knowledge, understanding and skills developed provide a foundation for a wide range of study pathways beyond school and also have applications in a number of vocational areas.

Year 10	Senior Studies
Core HPE Intro to Senior PE	Physical Education

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Core HPE Year 10

Full Year Compulsory Subject

In this subject students complete courses in Harm Minimisation associated with motor vehicle use as well as drugs and alcohol. Through this course of study students become better equipped to make informed decisions regarding potential consequences both good and bad around these topics. Students also complete practical activities with a view to increasing awareness of different sporting cultures as well as skills and tactical elements associated with unfamiliar games.

Pathways

This subject provides a foundation for further studies of Physical Education in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2	Unit 3
Harm minimisation <ul style="list-style-type: none"> This unit enables students to investigate the major personal and community issues associated with potential risks associated with road use as well as drugs and alcohol. Further to this students will be able to evaluate the effectiveness of a range of current strategies as well as developing proposals that could potentially help to address some of the problems evident in these areas at both individual and community levels. 	Volleyball <ul style="list-style-type: none"> This unit allows students to engage in the development of basic skills and team strategies associated with the sport of volleyball. 	Basketball <ul style="list-style-type: none"> This unit allows students to engage in the development of basic skills and team strategies associated with the sport of Basketball.

Assessment

The results from each of the assessments are based on A-E standards across the criteria of Acquiring and Applying with an overall subject result (A-E).

Summative Assessments

Unit 1	Unit 2	Unit 3
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> Research Assignment 	25% Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> Mastery of physical activities 	12.5% Summative Internal Assessment 3 (SIA3): <ul style="list-style-type: none"> Mastery of physical activities

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Core HPE Year 10

Unit 4	Unit 5	Unit 6
Indigenous and Mental Health <ul style="list-style-type: none"> This unit enables students to investigate the major personal and community issues associated with both Indigenous and mental health. Through this analysis students are able to evaluate the effectiveness of a range of current strategies as well as develop proposals that could potentially help to address some of the problems evident in this area at both an individual and community level. 	European Handball <ul style="list-style-type: none"> This unit allows students to engage in the development of basic skills and team strategies associated with the sport of European handball. 	What's my game? <ul style="list-style-type: none"> This unit allows students to investigate some of the basic principles of game development such as safety, rules, skill and tactical requirements, equipment and space. Through looking at a range of established games they will collaborate to develop their own game which they will teach to the class

Summative Assessments

Unit 4		Unit 5		Unit 6	
Summative Internal Assessment 1 (SIA4):	54%	Summative Internal Assessment 2 (SIA5):	30%	Summative Internal Assessment 3 (SIA6):	16%
<ul style="list-style-type: none"> Research Assignment 		<ul style="list-style-type: none"> Mastery of physical activities 		<ul style="list-style-type: none"> Mastery of physical activities 	

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Introduction to Senior Physical Education Year 10

Students engage in integrated learning where they have the opportunity to apply theoretical concepts into real life contexts through the physical activity being studied. While the Year 10 Introduction to Senior Physical Education is designed to give students a valuable insight into Senior PE with both learning modules and assessment aligned with the Senior course, it is also a good opportunity for those students who are interested in physical activity to gain a better understanding of their own abilities with a view to enhancing performance in their chosen sport or activity.

Pathways

This subject provides a foundation for further studies of Physical Education in Year 11 and 12. The skills developed may also have application to other (Humanities/Science/Arts/Technology) subjects. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
<p>Motor Learning and Touch</p> <ul style="list-style-type: none"> Using touch as a vehicle, students will investigate motor learning concepts that athletes and coaches utilise with a view to optimising performance. These concepts relate to both skill analysis, to help identify strengths and weaknesses, as well as the development of appropriately targeted and sequenced strategies to improve performance. Applying these concepts to personal experiences through the game of touch allows students to gain a deeper understanding of the value of these concepts through this practical application. This Unit is Unit 1 Topic 1 of the Senior Physical Education course. 	<p>Introductory Functional Anatomy and Biomechanics</p> <ul style="list-style-type: none"> Students engage with concepts, principles and strategies and the role that functional anatomy plays in performance analysis. This is foundation learning for a Biomechanics and Functional Anatomy unit that starts the year 11 course. Further to this students will participate in practical applications of theoretical learnings through integrated gym activities designed to isolate specific functional anatomy and biomechanical concepts.

Summative Assessments

Unit 1	Unit 2
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> Project folio including video evidence of performance in touch 	Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> Examination
60%	40%

> Year 10 Curriculum

> **Year 11 and 12 Curriculum**

> School Developed Curriculum

Year 11 and 12 Curriculum

How to Choose Subjects

Whilst movement between subjects is possible up to the completion of Unit 2, students are encouraged to select the six subjects they intend to study for the full two years of 11 and 12.

Each student will need to choose six (6) subjects. An extra alternative is requested to guide us in catering for future changes.

The six (6) choices of all students will be collated and timetable 'blocks' drawn up to enable as many students as possible to study all of their chosen subjects. Although the 'blocking' will be done to minimise clashes it is inevitable that a few clashes will occur and that a small number of students will be asked to reconsider their choices.

In choosing subjects, students should review the section in this guide "Choosing Senior Subjects".

Timetable Allocations Lesson per 2 week cycle	Year 11	Year 12
6 subjects	8	8
Religious & Values Education	1	1
Fit for Life	1	1
Lesson in 2 week cycle	50	50

Some subjects attract a levy to cover basic costs and/or materials. As these may be subject to change details of the levy can be viewed at <http://www.mfac.edu.au/schedule-of-fees-and-levies/>

Compulsory Subjects

- English or Literature
- Mathematical Methods or General Mathematics

General Syllabus Subjects

- Accounting
- Ancient History
- Biology
- Business
- Chemistry
- Design
- Digital Solutions
- Drama
- Economics
- Engineering
- English & Literature Extension - Year 12
- Literature
- Film, TV and New Media
- Food & Nutrition
- French*
- Geography
- Japanese*
- Legal Studies
- Marine Science
- Modern History
- Music Extension – Year 12 only
- Music*
- Philosophy & Reason
- Physical Education
- Physics
- Specialist Mathematics
- Visual Art

Applied Syllabus Subjects

Industrial Technology Skills
Industrial Graphics Skills

School Developed Curriculum

- RAVE
- Fit for Life

Prerequisites

** Whilst there are no strict prerequisites for any Year 11 subject, it is recommended that students selecting those marked with an asterisk (*) have studied the equivalent subject in Year 10.*

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior English

General senior subject

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

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

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

Pathways

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

Objectives

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

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

- > English
- > Mathematics
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Structure

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

Assessment

In Units 1 and 2 students complete 4 formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Extended response — written response for a public audience	25%	Formative Internal Assessment 3 (FIA3): • Examination — imaginative written response	25%
Formative Internal Assessment 2 (FIA2): • Extended response — persuasive spoken response	25%	Formative Internal Assessment 4 (FIA4): • Examination — analytical written response	25%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Extended response — written response for a public audience	25%	Summative Internal Assessment 3 (SIA3): • Examination — imaginative written response	25%
Summative Internal Assessment 2 (SIA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

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Senior Literature

General senior subject

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

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

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

Pathways

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

Objectives

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

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

> English
> Mathematics
> Science
> Humanities

> Languages
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Structure

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

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

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

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Examination – analytical written response	25%	Summative Internal Assessment 3 (SIA3): • Extended response – imaginative written response	25%
Summative Internal Assessment 2 (SIA2): • Extended response – imaginative spoken/multimodal response	25%	Summative external assessment (EA): • Examination – analytical written response	25%

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Senior English & Literature Extension

General senior subject

English & Literature Extension is an extension of both the English (2020) and the Literature (2020) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

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

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

Pathways

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

Objectives

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

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

- > English
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Structure

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

Unit 3	Unit4
Ways of reading <ul style="list-style-type: none"> • Readings and defences • Complex transformation and defence 	Exploration and evaluation <ul style="list-style-type: none"> • Extended academic research paper • Application of theory

Assessment

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

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Extended response — reading and defence	20%	Summative Internal Assessment 3 (SIA3): • Extended response — academic research paper	35%
Summative Internal Assessment 2 (SIA2): • Extended response — complex transformation and defence	20%	Summative external assessment (EA): • Examination — theorised exploration of unseen text	25%

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Senior General Mathematics

General senior subject

General Mathematics' major domains are number and algebra, measurement and geometry, statistics, and networks and matrices, building on the content of the P-10 Australian Curriculum.

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

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

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

Pathways

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

Objectives

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

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

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Structure

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

Assessment

In Units 1 and 2 students complete three formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Problem-solving and modelling task	40%	Formative Internal Assessment 1 (FIA3): • Examination	30%
Formative Internal Assessment 1 (FIA2): • Examination	30%		

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Problem-solving and modelling task	20%	Summative Internal Assessment 3 (SIA3): • Examination	15%
Summative Internal Assessment 2 (SIA2): • Examination	15%		
Summative external assessment (EA): 50% Examination			

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Senior Mathematical Methods

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

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Structure

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

Assessment: In Units 1 and 2 students complete (3) formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Problem-solving and modelling task	40%	Formative Internal Assessment 1 (FIA3): • Examination	30%
Formative Internal Assessment 1 (FIA2): • Examination	30%		

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Problem-solving and modelling task	20%	Summative Internal Assessment 3 (SIA3): • Examination	15%
Summative Internal Assessment 2 (SIA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

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Senior Specialist Mathematics

General senior subject

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

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

Objectives

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

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

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Structure

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

Assessment

In Units 1 and 2 students complete (3) formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Problem solving and modelling task	40%	Formative Internal Assessment 1 (FIA3): • Examination	30%
Formative Internal Assessment 1 (FIA2): • Examination	30%		

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Problem-solving and modelling task	20%	Summative Internal Assessment 3 (SIA3): • Examination	15%
Summative Internal Assessment 2 (SIA2): • Examination	15%		
Summative external assessment (EA): 50%			
• Examination			

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Senior Biology

General senior subject

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Structure

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

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Data test	10%	Formative Internal Assessment 1 (FIA3): • Research investigation	20%
Formative Internal Assessment 1 (FIA2): • Student experiment	20%		
Formative Internal Assessment 1 (FIA4): • Examination			50%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA2): • Student experiment	20%	Summative Internal Assessment 3 (SIA3): • Research investigation	20%
Summative Internal Assessment 2 (SIA1): • Data test	10%		
Summative external assessment (EA): • Examination			50%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Chemistry

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Structure

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

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Data test	10%	Formative Internal Assessment 1 (FIA3): • Student experiment	20%
Formative Internal Assessment 1 (FIA2): • Research investigation	20%		
Formative Internal Assessment 1 (FIA4): Examination			50%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Data test	10%	Summative Internal Assessment 3 (SIA3): • Research investigation	20%
Summative Internal Assessment 2 (SIA2): • Student experiment	20%		
Summative external assessment (EA): • Examination			50%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Marine Science

General senior 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.

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

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

Pathways

A course of study in 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.

Objectives

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

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

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography <ul style="list-style-type: none"> • An ocean planet • The dynamic shore 	Marine biology <ul style="list-style-type: none"> • Marine ecology and biodiversity • Marine environmental management 	Marine systems – connections and change <ul style="list-style-type: none"> • The reef and beyond • Changes on the reef 	Ocean issues and resource management <ul style="list-style-type: none"> • Oceans of the future • Managing fisheries

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Data test	10%	Formative Internal Assessment 1 (FIA3): • Research investigation	20%
Formative Internal Assessment 1 (FIA2): • Student experiment	20%		
Formative Internal Assessment 1 (FIA4): • Examination			50%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA2): • Student experiment	20%	Summative Internal Assessment 3 (SIA3): • Research investigation	20%
Summative Internal Assessment 2 (SIA1): • Data test	10%		
Summative external assessment (EA): • Examination			50%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Physics

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Structure

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

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Data test	10%	Formative Internal Assessment 1 (FIA3): • Student experiment	20%
Formative Internal Assessment 1 (FIA2): • Research investigation	20%		
Formative Internal Assessment 1 (FIA4): • Examination			50%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Data test	10%	Summative Internal Assessment 3 (SIA3): • Research investigation	20%
Summative Internal Assessment 2 (SIA2): • Student experiment	20%		
Summative external assessment (EA): • Examination			50%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Accounting

General senior subject

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

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

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

Pathways

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

Objectives

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

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

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Structure

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

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1	Unit 2
Formative Internal Assessment 1 (FIA1): <ul style="list-style-type: none"> Examination - combination response 	33%
	Formative Internal Assessment 1 (FIA2): <ul style="list-style-type: none"> Examination – combination response
	33%
	Formative Internal Assessment 1 (FIA3): <ul style="list-style-type: none"> Project - end of year reporting
	33%

Summative Assessments

Unit 3	Unit 4
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> Examination – combination response 	25%
Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> Examination – short response 	25%
	Summative Internal Assessment 3 (SIA3): <ul style="list-style-type: none"> Project – cash management
	25%
	Summative external assessment (EA): <ul style="list-style-type: none"> Examination – short response
	25%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Ancient History

General senior subject

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

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

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

Pathways

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

Objectives

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

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

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Old Kingdom 	Personalities and their times <ul style="list-style-type: none"> • Boudica: Woman, Hear Me Roar • Akhenaten - The Rebel Pharaoh 	Reconstructing the ancient world <ul style="list-style-type: none"> • Bronze Age Aegean • The Medieval Crusades 	People, power and authority <ul style="list-style-type: none"> • Ancient Rome — Civil War and the breakdown of the Republic • Augustus

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA2): • Independent source investigation	25%	Formative Internal Assessment 1 (FIA3): • Investigation — historical essay based on research	25%
Formative Internal Assessment 1 (FIA1): • Examination — essay in response to historical sources	25%	Formative Internal Assessment 1 (FIA4): • Examination — essay in response to historical sources	25%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 2 (SIA2): Independent source investigation	25%	Summative Internal Assessment 3 (SIA3): • Investigation — historical essay based on research	25%
Summative Internal Assessment 1 (SIA1): • Examination — essay in response to historical sources	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Business

General senior subject

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

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

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

Pathways

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

Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Structure

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

Assessment

In Units 1 and 2 students complete (3) formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1):	33%	Formative Internal Assessment 1 (FIA2):	33%
<ul style="list-style-type: none"> Investigation - business report 		<ul style="list-style-type: none"> Feasibility report 	
		Formative Internal Assessment 1 (FIA3):	33%
		<ul style="list-style-type: none"> Examination – combination response 	

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1):	25%	Summative Internal Assessment 3 (SIA3):	25%
<ul style="list-style-type: none"> Examination – combination response 		<ul style="list-style-type: none"> Extended response – feasibility report 	
Summative Internal Assessment 2 (SIA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> Investigation – business report 		<ul style="list-style-type: none"> Examination – combination response 	

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Economics

General senior subject

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

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

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

Pathways

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

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

Objectives

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

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

- > English
- > Mathematics
- > Science
- > Humanities

- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Structure

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

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Examination — combination response	25%	Formative Internal Assessment 1 (FIA3): • Examination — extended response to stimulus	25%
Formative Internal Assessment 1 (FIA2): • Investigation — research report	25%	Formative Internal Assessment 1 (FIA4): • Examination — combination response	25%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Examination — combination response	25%	Summative Internal Assessment 3 (SIA3): • Examination — extended response to stimulus	25%
Summative Internal Assessment 2 (SIA2): • Investigation — research report	25%	Summative external assessment (EA): • Examination — combination response	25%

> English
> Mathematics
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> Health & Physical Education

Senior Geography

General senior subject

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

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

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

Pathways

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

Objectives

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

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

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Structure

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

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Examination – combination response	25%	Formative Internal Assessment 1 (FIA2): • Investigation – field report	25%
Formative Internal Assessment 1 (FIA3): • Investigation – data report	25%	Formative Internal Assessment 1 (FIA4): • Examination – combination response	25%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Examination – combination response	25%	Summative Internal Assessment 3 (SIA3): • Investigation – data report	25%
Summative Internal Assessment 2 (SIA2): • Investigation – field report	25%	Summative external assessment (EA): • Examination – combination response	25%

> English
> Mathematics
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> Health & Physical Education

Senior Legal Studies

General senior subject

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

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

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

Pathways

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

Objectives

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

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

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Structure

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

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Combination response	25%	Formative Internal Assessment 1 (FIA3): • Investigation — argumentative essay	25%
Formative Internal Assessment 1 (FIA2): • Investigation — inquiry report	25%	Formative Internal Assessment 1 (FIA4): • Examination — combination response	25%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 2 (SIA2): Investigation — inquiry report	25%	Summative Internal Assessment 3 (SIA3): • Investigation — argumentative essay	25%
Summative Internal Assessment 1 (SIA1): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Modern History

General senior subject

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

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

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

Pathways

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

Objectives

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

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

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> French Revolution Imperialism and World War One 	Movements in the modern world <ul style="list-style-type: none"> Independence movements Australian indigenous rights 	National experiences in the modern world <ul style="list-style-type: none"> Nazi Germany Communism in China 	International experiences in the modern world <ul style="list-style-type: none"> The Cold War Australian in the Vietnam War

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA2): • Independent source investigation	25%	Formative Internal Assessment 1 (FIA3): • Investigation – historical essay based on research	25%
Formative Internal Assessment 1 (FIA1): • Examination – essay in response to historical sources	25%	Formative Internal Assessment 1 (FIA4): • Examination – short responses to historical sources	25%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 2 (SIA2): • Independent source investigation	25%	Summative Internal Assessment 3 (SIA3): • Investigation – historical essay based on research	25%
Summative Internal Assessment 1 (SIA1): • Examination – essay in response to historical sources	25%	Summative external assessment (EA): • Examination – short responses to historical sources	25%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Philosophy & Reason

General senior subject

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

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

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

Pathways

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

Objectives

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

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories, views and ideas
- create responses that communicate meaning to suit purpose.

- > English
- > Mathematics
- > Science
- > Humanities

- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason <ul style="list-style-type: none"> • The fundamental concepts, skills, knowledge and understanding of the discipline of philosophy 	Reason in philosophy <ul style="list-style-type: none"> • Philosophy of religion • Philosophy of mind 	Moral philosophy and schools of thought <ul style="list-style-type: none"> • Moral philosophy • Philosophical schools of thought 	Social and political philosophy <ul style="list-style-type: none"> • Rights • Political philosophy

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Short response examination	25%	Formative Internal Assessment 1 (FIA3): • Extended response - analytical essay	25%
Formative Internal Assessment 1 (FIA2): • Extended response - analytical essay	25%	Formative Internal Assessment 1 (FIA4): • Examination – extended response	25%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Examination – extended response	25%	Summative Internal Assessment 3 (SIA3): • Extended response – analytical essay	25%
Summative Internal Assessment 2 (SIA2): • Extended response – analytical essay	25%	Summative external assessment (EA): • Examination – extended response	25%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior French

General senior subject

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

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

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

Pathways

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

Objectives

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

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

- > English
- > Mathematics
- > Science
- > Humanities

- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	L'exploration du monde Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of French culture to the world 	Notre société Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	Mon avenir My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1	Unit 2
Formative Internal Assessment 1 (FIA1): • Examination – short response	15%
Formative Internal Assessment 1 (FIA2): • Examination – combination response	30%
	Unit 3
	Formative Internal Assessment 1 (FIA3): • Extended response
	30%
	Formative Internal Assessment 1 (FIA4): • Examination – combination response
	25%

Summative Assessments

Unit 3	Unit 4
Summative Internal Assessment 1 (SIA1): • Examination – short response	15%
Summative Internal Assessment 2 (SIA2): • Examination – combination response	30%
	Unit 3
	Summative Internal Assessment 3 (SIA3): • Extended response
	30%
	Summative external assessment (EA): • Examination – combination response
	25%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Japanese

General senior subject

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

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

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

Pathways

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

Objectives

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

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

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	私達のまわり Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Japanese culture to the world 	私達の社会 Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	私の将来 My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1	Unit 2
Formative Internal Assessment 1 (FIA1): • Examination – short response	Formative Internal Assessment 3 (FIA3): • Extended response
Formative Internal Assessment 2 (FIA2): • Examination – combination response	Formative Internal Assessment 4 (FIA4): • Examination – combination response

Summative Assessments

Unit 3	Unit 4
Summative Internal Assessment 1 (SIA1): • Examination – short response	Summative Internal Assessment 3 (SIA3): • Extended response
Summative Internal Assessment 2 (SIA2): • Examination – combination response	Summative external assessment (EA): • Examination – combination response

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Drama

General senior subject

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

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

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

Pathways

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

Objectives

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

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

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Structure

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

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1	Unit 2
Formative Internal Assessment 1 (FIA1): <ul style="list-style-type: none"> Performance 20%	Formative Internal Assessment 1 (FIA3): <ul style="list-style-type: none"> Project – practice-led project 35%
Formative Internal Assessment 1 (FIA2): <ul style="list-style-type: none"> Project – dramatic concept 20%	Formative Internal Assessment 1 (FIA4): <ul style="list-style-type: none"> Examination – extended response 25%

Summative Assessments

Unit 3	Unit 4
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> Performance 20%	Summative Internal Assessment 3 (SIA3): <ul style="list-style-type: none"> Project – practice-led project 35%
Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> Project – dramatic concept 20%	
Summative external assessment (EA): 25% Examination – extended response	

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Film, Television & New Media

General senior subject

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Structure

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



> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Case study investigation	15%	Formative Internal Assessment 1 (FIA3): • Stylistic project	35%
Formative Internal Assessment 1 (FIA2): • Multi-platform project	25%	Formative Internal Assessment 1 (FIA4): • Examination — extended response	25%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Case study investigation	15%	Summative Internal Assessment 3 (SIA3): • Stylistic project	35%
Summative Internal Assessment 2 (SIA2): • Multi-platform project	25%		
Summative external assessment (EA): 25% Examination — extended response			

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Music

General senior subject

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

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

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

Pathways

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

Objectives

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

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

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: <ul style="list-style-type: none"> How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? 	Identities Through inquiry learning, the following is explored: <ul style="list-style-type: none"> How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music 	Innovations Through inquiry learning, the following is explored: <ul style="list-style-type: none"> How do musicians incorporate innovative music practices to communicate meaning when performing and composing? 	Narratives Through inquiry learning, the following is explored: <ul style="list-style-type: none"> How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Performance	20%	Formative Internal Assessment 1 (FIA3): • Integrated project	35%
Formative Internal Assessment 1 (FIA2): • Composition	20%	Formative Internal Assessment 1 (FIA4): • Examination	25%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Performance	20%	Summative Internal Assessment 3 (SIA3): • Integrated project	35%
Summative Internal Assessment 2 (SIA2): • Composition	20%		
Summative external assessment (EA): 25% Examination			

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Music Extension (Composition)

General senior subject

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

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

Pathways

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

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Structure

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

Assessment

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

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Composition 1	20%	Summative Internal Assessment 3 (SIA3): • Composition project	35%
Summative Internal Assessment 2 (SIA2): • Composition 2	20%		
Summative external assessment (EA): 25% Examination – extended response			



> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Music Extension (Performance)

General senior subject

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

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

Pathways

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

Objectives

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

- By the conclusion of the course of study, students will:
- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas.

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Structure

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

Assessment

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

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Investigation 1	20%	Summative Internal Assessment 3 (SIA3): • Performance project	35%
Summative Internal Assessment 2 (SIA2): • Investigation 2	20%		
Summative external assessment (EA): 25% Examination — extended response			

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Visual Art

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Structure

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

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Project — experiment folio	25%	Formative Internal Assessment 1 (FIA3): • Project — inquiry phase 3	35%
Formative Internal Assessment 1 (FIA2): • Multimodal - reverse chronology investigation	15%	Formative Internal Assessment 1 (FIA4): • Examination	25%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Investigation — inquiry phase 1	15%	Summative Internal Assessment 3 (SIA3): • Project — inquiry phase 3	35%
Summative Internal Assessment 2 (SIA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% Examination			

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Design

General senior subject

Design focuses on the 'design thinking' to create products, services and environments to meet human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies. Designers separate themselves from the constraints of production to allow them to explore new and innovative ideas.

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

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

Pathways

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

Objectives

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

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

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Structure

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

Assessment

In Units 1 and 2 students complete three (3) formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Examination — design challenge	20%	Formative Internal Assessment 3 (FIA3): • Project	40%
Formative Internal Assessment 2 (FIA2): • Project	40%		

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Examination — design challenge	15%	Summative Internal Assessment 3 (SIA3): • Project	25%
Summative Internal Assessment 2 (SIA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

> English
> Mathematics
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> Humanities

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> Technologies
> Health & Physical Education

Senior Digital Solutions

General senior subject

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

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

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

Pathways

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

Objectives

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

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

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Structure

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

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Investigation – technical proposal	20%	Formative Internal Assessment 1 (FIA3): • Examination	25%
Formative Internal Assessment 2 (FIA2): • Project – digital solution	30%	Formative Internal Assessment 2 (FIA4): • Project – folio	25%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Investigation – technical proposal	20%	Summative Internal Assessment 3 (SIA3): • Project – folio	25%
Summative Internal Assessment 2 (SIA2): • Project – digital solution	30%	Summative external assessment (EA): • Examination	25%

> English
> Mathematics
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> The Arts
> Technologies
> Health & Physical Education

Senior Engineering

General senior subject

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways

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

Objectives

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

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

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society <ul style="list-style-type: none"> Engineering history The problem-solving process in Engineering Engineering communication Introduction to engineering mechanics Introduction to engineering materials 	Emerging technologies <ul style="list-style-type: none"> Emerging needs Emerging processes and machinery Emerging materials Exploring autonomy 	Statics of structures and environmental considerations <ul style="list-style-type: none"> Application of the problem-solving process in Engineering Civil structures and the environment Civil structures, materials and forces 	Machines and mechanisms <ul style="list-style-type: none"> Machines in society Materials Machine control

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Examination	25%	Formative Internal Assessment 1 (FIA3): • Project – folio	25%
Formative Internal Assessment 1 (FIA2): • Project – folio	25%	Formative Internal Assessment 1 (FIA4): • Examination	25%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Project – folio	25%	Summative Internal Assessment 3 (SIA3): • Project – folio	25%
Summative Internal Assessment 2 (SIA2): • Examination	25%	Summative external assessment (EA): • Examination	25%

> English
> Mathematics
> Science
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> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Food & Nutrition

General senior subject

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

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

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

Pathways

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

Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Structure

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

Assessment

In Units 1 and 2 students complete three formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1): • Examination	20%	Formative Internal Assessment 1 (FIA3): • Examination	25%
Formative Internal Assessment 1 (FIA2): • Project – folio	25%	Formative Internal Assessment 1 (FIA4): • Project – folio	30%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (SIA1): • Examination	20%	Summative Internal Assessment 3 (SIA3): • Project – folio	30%
Summative Internal Assessment 2 (SIA2): • Project – folio	25%	Summative external assessment (EA): • Examination	25%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Industrial Graphics Skills

Applied senior subject

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

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

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

Pathways

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

Objectives

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations.

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Drafting Introduces students to the industry practices and drafting processes required to create technical drawings and models within the industries of: <ul style="list-style-type: none"> • Furniture drafting • Engineering drafting • Building and construction drafting 	Building and Construction Drafting Students build drafting skills and procedures to create: <ul style="list-style-type: none"> • computer models • technical drawings • other industry-relevant drawings • visual reality presentations 	Engineering drafting Builds on prior learning to: <ul style="list-style-type: none"> • measure components • understand construction techniques • create computer models • create technical drawings • create 3D printed models 	Building and construction drafting Students build on prior learning to create: <ul style="list-style-type: none"> • computer models • technical drawings • other industry-relevant drawings • visual reality presentations

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments provide an overall subject result (A-E) each semester. In Units 3 and 4 students complete four summative assessments, the results of which are used to determine the student's exit result.

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1: - Practical Demonstration	25%	Formative Internal Assessment 4: - Project	25%
Formative Internal Assessment 2: - Project	25%		
Formative Internal Assessment 3: - Examination	25%		

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1: • Project	25%	Summative Internal Assessment 3 • Project	25%
Summative Internal Assessment 2: • Examination	25%	Summative Internal assessment: • Practical Demonstration	25%

> English
> Mathematics
> Science
> Humanities

> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Industrial Technology Skills

Applied senior subject

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

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

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

Pathways

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

Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

- > English
- > Mathematics
- > Science
- > Humanities
- > Languages
- > The Arts
- > Technologies
- > Health & Physical Education

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>The Manufacturing Industry Introduces students to the industry practices and production processes associated with safety in the manufacturing industries of:</p> <ul style="list-style-type: none"> • Welding and fabrication • Furniture making • Thermoplastic fabrication 	<p>Working cooperatively in furnishing workplaces Students develop practices associated with drafters and work in teams to create technical drawings that facilitate the manufacture of quality products in furnishing enterprises. Students build on prior learning to create quality products for the furnishing industry through:</p> <ul style="list-style-type: none"> • Tiling • Welding and fabrication • Furniture finishing • Furniture making • Furnishing drafting 	<p>Manufacturing enterprises This module builds on prior learning, with a focus on composite material products and manufacturing enterprises to create quality products. This takes the form of mass production processes in:</p> <ul style="list-style-type: none"> • Welding and fabrication • Furniture finishing • Furniture making • Thermoplastic fabrication 	<p>Manufacturing products with composite materials Students build on prior learning of industry practices and production processes to create:</p> <ul style="list-style-type: none"> • Technical drawings • Jigs and templates • Quality furniture

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments provide an overall subject result (A-E) each semester. In Units 3 and 4 students complete four summative assessments, the results of which are used to determine the student's exit result.

Formative Assessments

Unit 1		Unit 2	
Formative Internal Assessment 1: - Project & folio	25%	Formative Internal Assessment 3: - Project	25%
Formative Internal Assessment 2: - Examination	25%	Formative Internal Assessment 4: - Practical Demonstration	25%

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1: • Project	25%	Summative Internal Assessment 3 • Project	25%
Summative Internal Assessment 2: • Practical Demonstration	25%	Summative Internal assessment: • Examination	25%

> English
> Mathematics
> Science
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> Languages
> The Arts
> Technologies
> Health & Physical Education

Senior Physical Education

General senior subject

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

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

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

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

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

Pathways

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

Objectives

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

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

> English
 > Mathematics
 > Science
 > Humanities

> Languages
 > The Arts
 > Technologies
 > Health & Physical Education

Structure

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

Assessment

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are added together to provide a subject score which is translated to an overall subject result (A-E) each semester.

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

Formative Assessments

Unit 1	Unit 2
Formative Internal Assessment 1 (FIA2): <ul style="list-style-type: none"> Project — folio 	25%
	Formative Internal Assessment 1 (FIA3): <ul style="list-style-type: none"> Project — folio
	Formative Internal Assessment 1 (FIA4): <ul style="list-style-type: none"> Investigation — report
	30%
	20%

Summative Assessments

Unit 3	Unit 4
Summative Internal Assessment 1 (SIA1): <ul style="list-style-type: none"> Project — folio 	25%
Summative Internal Assessment 2 (SIA2): <ul style="list-style-type: none"> Investigation — report 	20%
	Summative Internal Assessment 3 (SIA3): <ul style="list-style-type: none"> Project — folio
	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — combination response
	30%
	25%

> Year 10 Curriculum

> Year 11 and 12 Curriculum

> **School Developed Curriculum**

School Developed Curriculum

Approximately 95% of the Flinders curriculum offerings are devoted to learning and teaching in authority subjects, which are those courses that satisfy the requirements of a syllabus provided by the Queensland Curriculum and Assessment Authority (QCAA). The remaining 5% is devoted to School Developed Curriculum as per QCAA guidelines.

The School Developed Curriculum includes:

- [Religious & Values Education \(RAVE\) in Year 7-12](#)
- [Fit for Life in Year 11-12](#)

[> Year 10 Curriculum](#)
[> Year 11 and 12 Curriculum](#)
[> School Developed Curriculum](#)

Religious & Values Education (RAVE) - Year 10

Contact: Mrs Sanette Janse van Rensburg (sjanse@mfac.edu.au)

Full Year Compulsory Subject

Subject Description

In RAVE we endeavour to explore belief systems and values in society. Christian and students' personal beliefs, world religions as well as values and ethics in society are considered. The study of world religions allows students to appreciate the complex and personal nature of these religions. Students learn about religion and learn from religion. Ideas and processes which shape an individual's thoughts, actions and behaviours in God's world are discussed.

Pathways

This subject provides a foundation for further studies of RAVE in Year 11 and 12. For pathways beyond school, please refer to the senior course descriptions.

Structure

Unit 1	Unit 2
<ul style="list-style-type: none"> World-views, Buddhism and Hinduism This unit introduces students to examine the origins and development of the world view, beliefs and the nature of the disparate followers of world religions 	<ul style="list-style-type: none"> Islam and Judaism This unit introduces students to examine and reflect on tolerance and understanding of world religions.

Assessment

No formative or summative assessments.

Students complete short response writing tasks in class that contribute to Endeavour ratings.

[> > Year 10 Curriculum](#)
[> Year 11 and 12 Curriculum](#)
[> School Developed Curriculum](#)

Senior Religious & Values Education (RAVE)

School Developed Curriculum Subject

Subject Description

Senior RAVE classes review beliefs and contemporary issues relating to close personal perspectives on life relevant to our beliefs and understanding from personal and world perspectives. RAVE could be considered to be a lifelong subject in its application and approach to life.

Pathways

RAVE is seen as a lifelong subject. Students are encouraged to reflect on information and discussions from previous year levels. Whilst not a prerequisite, this subject prepares students for the study of RAVE in Year 11 and 12. The critical thinking and enquiry skills developed in this subject also prepares students for the study of most Humanities subjects in Year 11 and 12.

Structure - Year 11 UP CLOSE AND PERSONAL

Unit 1	Unit 2	Unit 3
What do I believe? This unit focus on examining your own statement of belief, the role parents play as well as Identity.	Leadership This unit focus on exploring Servant leadership as well as leadership at Flinders.	Attitudes to matters and happiness This unit focus on understanding life's journey and how we perceive happiness.

Structure - Year 12 ENGAGING AS GLOBAL CITIZENS

Unit 1	Unit 2	Unit 3
Altruism This unit introduces students to examine the diversity of people, their behaviour, attitudes and thoughts.	Ethics This unit introduces students to explore the foundation of personal morals. The unit also explores the decision making process of ethical issues.	Hot Topics and Journeying In this unit, students explore, research and present an ethical issue. Students also consider life as a journey through different places, pathways, challenges and choices.

Assessment: No formative or summative assessments.

Students complete in class reflections and present a Hot Topic at the end of Year 12 to contribute to Endeavour ratings.

[>> Year 10 Curriculum](#)[> Year 11 and 12 Curriculum](#)[> School Developed Curriculum](#)

Fit for Life

Students are required to attend one lesson of Fit for Life per fortnight in Year 11 and one lesson in Year 12. The intention of these lessons is to provide timetabled physical activity for senior students in keeping with the learning for life philosophy of the College.

Who to Contact

Senior Management

Head of Secondary	Mr Gerry Price	gprice@mfac.edu.au
Head of Secondary School	Mr Gary Davis	gdavis@mfac.edu.au
Head of Curriculum	Mr Bill Hooper	bhooper@mfac.edu.au
Careers Counsellor	Ms Kathryn Rooke-Jones	krooke@mfac.edu.au

Subject Contacts

Art	Mrs Rosslyn Braithwaite	rbraithwaite@mfac.edu.au
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Drama	Ms Melissa White	mwhite@mfac.edu.au
English	Mrs Donna Skilton	dskilton@mfac.edu.au
Economics & Legal	Mr Cameron Martens	cmartens@mfac.edu.au
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