



Curriculum Overview

Years 11 and 12 Senior School

2024

Information for Parents & Students



FAIRHOLME COLLEGE
TOOWOOMBA

KEY STAFF

Head of Senior School	Mr T McCormick
Head of Teaching and Learning	Mrs P Stains
Business	Mrs K Maher
English	Mr R Davis
Fashion	Mrs M-J Meise
Humanities	Ms K Scudamore
Information Technology	Mr C Chuc
Languages	Mrs J Friend
Mathematics	Mrs K Nicholls
Science	Mrs F Brazier
Physical Education	Mrs N Williams
The Arts	Mrs K Hayward
The GRETA Centre	Ms L Hobson
sLearning Enhancement	Mrs K Wallis
Careers and Pathways	Mrs L Anderson

Fairholme College Toowoomba
T 07 4688 4688
F 07 4688 4694
E info@fairholme.qld.edu.au
www.fairholme.qld.edu.au

Registered Provider (Queensland): Fairholme College Toowoomba
CRICOS Provider Code: 03726D ABN: 16 917 099 053

INTRODUCTION



Dear Parents and Students,

Our purpose at Fairholme College is create an engaging and nurturing learning environment where our girls' feel supported to challenge themselves academically. It is our aim to prepare our students with the skills and knowledge to live a life of meaning and purpose, and to have confidence in choosing their career avenue or pathway.

The Senior School Curriculum Overview aims to provide parents and students with information that relates to the subjects and courses offered by Fairholme College in Years 11 and 12.

The variety of subjects offered at the College in the Middle School and Year 10 will enable students to have experienced a broad educational understanding, therefore allowing them to make informed decisions as to which subjects they would like to pursue further.

As you read this Overview, you will note that Fairholme College maintains an extensive range of study options and opportunities that will prepare our students for life beyond school – whether they choose university, TAFE or study through another further education and training provider, take up an apprenticeship or traineeship or gain employment.

These include:

- QCAA General subjects
- QCAA Applied subjects
- Vocational Education and Training programs (VET) - Pathway Programs
- Traineeships/School-based Apprenticeships (SATs) - Pathway Programs
- University Head Start Programs
- Excellence in Music program (Music Extension is offered for Year 12 students)
- Excellence in English (English Extension is offered for Year 12 students)

The curriculum and assessment processes described in each QCAA General and Applied subject are primarily for senior subjects that include an external component. All subjects are developed from Subject Area Syllabuses. The syllabuses for each subject define course content, and are organised into four (4) units of study.

I wish to thank you for choosing Fairholme College for your daughter's educational journey. Please do not hesitate to contact my office should you require any further information.

Mrs Pam Stains
Head of Teaching and Learning.

PROCEDURES FOR SELECTION OF SUBJECTS

1. When choosing subjects for Years 11 and 12, students and parents should be guided by the SET Plan interview, as well as choosing subjects:

- in which you enjoy and are most interested in
- in which you perform best
- which may be pre-requisites for future career aspirations
- which provide a degree of challenge

2. Students are required to nominate their final senior Subject Preferences online by the end of Week 7, Term 3.

3. Students will then be allocated subjects on the basis of the subject lines created and their submitted preferences.

4. All students are required to be enrolled in six subjects at the outset of Year 11.

WITHDRAWAL OF A SUBJECT OFFERING The College reserves the right to withdraw an elective subject from the Curriculum if the student subscription does not satisfy the required number. This will occur pending notification and consultation with those affected.

CHANGING SUBJECTS Students may change subjects following an interview with, and permission from, the Head of Teaching and Learning. Subject changes should only occur during the first three weeks of Semester 1, Year 11. If a student wishes to study a Year 12 Extension Subject, they should be enrolled in six subjects in Year 11 and may drop one subject after the completion of Unit 2.

PLEASE NOTE Students intending to study a Pathway Program in Year 11 will need to nominate six subjects initially and replace one of these with a study line (VET/SDL) once all of the requirements for commencement of the course are completed and approved by the Coordinator of Learning Pathways and the Head of Teaching and Learning.

QUEENSLAND'S SYSTEM OF SENIOR ASSESSMENT AND TERTIARY ENTRANCE SYSTEM.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

- ATARs will be calculated from a student's best five (5) subject results, one of which may be:
 - A completed VET qualification at a Diploma, Certificate IV or III level
 - An Applied subject result
- ATARs will be calculated by comparing student results and there will be a process of inter-subject scaling. Scaling is necessary so that student results in different types of subjects can be compared.
- ATARs will be calculated by the Queensland Tertiary Admissions Centre (QTAC)
- Students must satisfactorily complete an English subject (Sound achievement) to be ATAR-eligible.

ASSESSMENT CHANGES

- Subject results are based on a student's achievement in three school based assessments and one external assessment that is set and marked by the Queensland Curriculum and Assessment Authority (QCAA).
- External assessment results contribute 25% towards a student's result in most subjects. In mathematics and science subjects, it will generally contribute 50%. The school-based results will not be scaled by the results of the external assessment when calculating a student's subject result.
- Students will receive a numerical as well as A-E final subject result.

QCE

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The Queensland Certificate of Education (QCE) is Queensland's Senior School qualification. It is awarded to eligible students (usually at the end of Year 12) by the Queensland Curriculum and Assessment Authority (QCAA).

QCE SUBJECTS

To be awarded a QCE you must complete a minimum of 20 credit points from a combination of courses including:

- Core—senior school subjects most students study, and VET Certificate II, III, IV levels
- Preparatory—can include some VET courses at a certificate I level
- Enrichment—courses that develop high level skills and knowledge in a specific area
- Advanced—can include university courses and diploma or advance diploma programs

A QCE is awarded to a person who, in addition to achieving 20 credits in the required pattern of learning, has met the requirements for literacy and numeracy.

As mentioned in the previous page, students' Learning Accounts will be opened on the Queensland Curriculum Assessment Authority's (QCAA) database once their SET Plan has been completed. This would be in the form of an interview with the student, her parent/guardian and a member of the SET Plan team during the year the student is in Year 10. For Boarder families this interview can be conducted by phone if necessary.

CRITERIA FOR STUDENT SUBJECT SELECTION

1. Enjoyment of learning a particular subject. Choose your elective subjects on the basis of those you think you will most enjoy doing. The more you like a subject, the more likely you are to be motivated to work well and study hard when the course becomes challenging. It is a myth that if students do the supposedly most difficult subjects, they will be awarded a higher ATAR. A high ATAR is only gained by achieving well in the chosen subjects, regardless of which subjects are chosen. It is pointless for students to enrol in subjects in which they are not interested.

2. Aptitude and challenge in a subject. Choose subjects at which you are good at and feel challenged in. Use your Year 10 results as a guide or ask your teacher if he/she thinks you are likely to succeed in a particular subject. Choosing subjects which offer challenge allow for growth and progress.

3. Necessary prerequisites for tertiary studies. A University or TAFE course may require you to achieve a Sound or High Level of Achievement in particular subjects as a prerequisite for admission into that course. Some subjects are listed under prerequisites as desirable; meaning that undertaking these would be beneficial, but not essential for admission into the tertiary course. Students must complete QTAC's MyPath online tool before making their final subject selections.

4. Greatest number of future career options. It is advisable that you do not choose too narrow a range of subjects as this may restrict your career options. The evolution of new job categories and the high level of competition for tertiary places make it sensible to keep your options open. It is the College's experience that many students in Years 10 and 11 are not ready to make a definite career choice and

should not unnecessarily lock themselves into a narrow pathway.

5. Balance of subjects. Not all of your subject choices need to relate directly to your career path, although future career options must weigh heavily in any subject choice. Consider a balance of subjects drawn from at least one of the Sciences, Humanities, Commerce and Creative areas to ensure enjoyable Senior years of study and growth as a rounded individual with the skills, knowledge and attitudes for future life.

You should also aim to balance your life at school with a carefully planned selection of vocational choices and/or co-curricular involvement. It is the College's experience that the most successful students are those who balance their academic studies with activities in which they enjoy and contribute to their positive wellbeing.

VALUED ATTRIBUTES OF A LIFELONG LEARNER

Fairholme College helps students develop the attributes of a lifelong learner. A lifelong learner can be described as:

- a knowledgeable person with deep understanding
- a complex thinker
- a creative person
- an active investigator
- an effective communicator
- a participant in an interdependent world
- a reflective and self-directed learner.



YEARS 11 & 12 CURRICULUM

At Fairholme in Year 11 students will be required to choose six (6) subjects one of which must be English (English, Literature or Essential English). For all students intending on tertiary study, achieving a satisfactory grade in English will be a prerequisite for receiving an Australian Tertiary Admission Rank (ATAR). However, it will not be mandatory for a student's result in English to be included in the calculation of their ATAR.

Students may choose any combination of either six (6) General subjects or five (5) General subjects plus 1 Applied subject or four (4) General subjects plus 2 Applied subjects – in all cases you will be ATAR eligible.

Alternatively, if you are not considering an ATAR pathway, you may wish to study more than 2 Applied subjects. Students who believe they have special circumstances should consult the Head of Teaching and Learning.

ELECTIVE SUBJECTS AVAILABLE:

- Accounting
- Agricultural Science
- Ancient History
- Art
- Biological Science
- Chemistry
- Dance
- Drama
- Economics
- English
- English Extension - Year 12
- *Essential English (Applied)
- *Essential Mathematics (Applied)
- French
- *Fashion (Applied)
- German
- Geography
- General Mathematics
- *Hospitality (Applied)
- *Information and Communication Technology (Applied)
- Japanese
- Legal Studies
- Literature
- Modern History
- Music
- Music Extension - Year 12 (with prerequisites for entry)
- Mathematical Methods
- Psychology
- Physics

- Senior Physical Education
- *Sport and Recreation (Applied)
- Specialist Mathematics
- Pathway Programs - Diploma, Certificate IV or III qualification.

All the above subjects are QCAA General subjects except Pathway Programs and subjects marked *which are specialist skill QCAA Applied subjects.

All students in Year 11 and 12 are supported in their studies by engaging in the important content covered in Christian Education, Physical Education and THRIVE.

SUBJECT SELECTION

When choosing subjects, keep the following points firmly in mind and choose subjects:

- in which you are confident you will do well
- which you believe you will enjoy and gain personal satisfaction from studying
- which will help you meet subject prerequisite requirements for realistic tertiary goals
- which will assist you to enter a vocational career
- which will give you the skills, knowledge and attitudes necessary for strong personal development.

When using this Curriculum Overview, give strong consideration to the information presented and also particularly note, 'Prerequisite' and 'Career Pathways' advice given by Fairholme staff.

Further information and advice concerning subject selection can be obtained from:

- the Teacher who presently teaches you
- the Teacher-in-Charge of the subject or Department Head
- The Head of Teaching and Learning, Mrs Pam Stains.
- Coordinator Learning Pathways, Miss Arlie Hollindale
- Careers Specialist, Mrs Laura Anderson

The College constructs subject lines in accordance with student choices and logistical timetabling constraints. Unfortunately, due to the nature of constructing subject lines, not all students may be able to study their proposed subject combination. They may need to reconsider a particular preference; however, students will be contacted individually as soon as it becomes apparent that this situation applies to them. Students will be notified of their subjects for Year 11 by the end of October in the preceding year.

TERTIARY ENTRANCE

Students who wish to be eligible for standard admission to Universities are required to:

- Satisfy any prerequisite subject prescribed for their preferred course(s) (See the 'QTAC MyPath').



ALTERNATE PATHWAYS TO TERTIARY ENTRANCE

Pathway Programs can provide not only Tertiary entrance pathways, but enhance the Subject Selection process, Scholarship and Residential College applications as well as Employability opportunities, as well as assist in developing a real-life workplace skill set.

Holding a completed Certificate III, IV or Diploma level qualification will allow a student to access entrance to most Queensland universities through direct entry and via QTAC. These qualifications may also contribute to the ATAR of a student, if they weight higher than the General and Applied subjects studied. Therefore, it can be advantageous two-fold, to hold a Certificate III, IV or Diploma level qualification.

Under the new ATAR system, one way to access university study is to gain the necessary ATAR, meet prerequisite requirements (subjects, auditions, portfolios, interviews or age requirements) and apply through QTAC toward the end of Year 12. However, tertiary entrance can also be made directly through the universities and via alternate pathways. Each university has a different entry process when looking to enter via alternate pathways.

Students are strongly encouraged to consider the options available which include:

- Pathway Programs delivered on and off campus in a structured environment
- Pathway Programs delivered externally, online
- TAFE in Schools
- School-based Traineeships or Apprenticeships

Students considering or wishing to undertake Pathways Programs should consult with the Coordinator Learning Pathways, Miss Arlie Hollindale.

email: arlie.hollindale@fairholme.qld.edu.au

*Each university will evaluate entry via VET qualifications individually. Time frames may apply, where as VET qualifications may not be used for Tertiary entrance until 12 month after learning at school. Please note Tertiary entrance using Vet qualifications applies to Queensland only.

SUBJECTS DESCRIPTOR

The Arts

DANCE

What is Dance all about?

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

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

This subject prepares young people for participation in the 21st century by building skills and resources. Dance has the means to

prepare students for future possibilities, with highly transferable skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. A course of study in Dance establishes a basis for further education and employment across many fields, both in the arts and culture industries and beyond. Dance develops individuals who are culturally sensitive, creative, complex and reflective thinkers.

Course Structure and Assessment - What will you learn in year 11 & 12 Dance?

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

Dance is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

COURSE STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? <ul style="list-style-type: none"> Genres: <ul style="list-style-type: none"> - Contemporary - at least one other genre Subject matter: <ul style="list-style-type: none"> - meaning, purpose and context - historical and cultural origins of focus genres Assessment Formative internal assessment/s	Moving through environments How does the integration of the environment shape dance to communicate meaning? <ul style="list-style-type: none"> Genres: <ul style="list-style-type: none"> - Contemporary - at least one other genre Subject matter: <ul style="list-style-type: none"> - physical dance environments including site-specific dance - virtual dance environments Assessment Formative internal assessment/s	Moving statements How is dance used to communicate viewpoints? <ul style="list-style-type: none"> Genres: <ul style="list-style-type: none"> - Contemporary - at least one other genre Subject matter: <ul style="list-style-type: none"> - social, political and cultural influences on dance Assessment Summative internal assessment 1: Performance (20%) Summative internal assessment 2: Choreography (20%)	Moving my way How does dance communicate meaning for me? <ul style="list-style-type: none"> Genres: <ul style="list-style-type: none"> - fusion of movement styles Subject matter: <ul style="list-style-type: none"> - developing a personal movement style - personal viewpoints and influences on genre and style Assessment Summative internal assessment 3: Project - folio (30%) Summative external assessment: Examination - combination response (25%)
Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools should develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2.		Summative external assessment: Examination (25%)	



Pathways – Where can the study of Dance take you?

Dance is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions. The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of dance develop transferable 21st century skills essential for many areas of employment. As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of ‘the creative’ across many workplaces is increasingly in demand. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

Tertiary studies, vocational education or work experience in the area of Dance can lead to and benefit careers in diverse fields such as Arts Administration and Management (e.g. artist manager, arts administrator, booking agent, copyright/royalties manager, tour manager, venue manager, events and festivals manager/producer, arts and cultural advisor/administrator); Communication (e.g. writer, communication strategist, arts editor, blogger/vlogger) Creative Industries (e.g. professional performer, choreographer, choreologist, independent artist and practitioner, artistic director, costume designer, dance technologist, dance videographer, producer, rehearsal director, theatre technician, stage manager); Education (e.g. educator in schools, private studios, universities and professional

dance company education programs); Public Relations (e.g. campaign manager, publicist, creative director); Research (e.g. dance researcher and academic, dance journalist/critic) and; Science and Technology (e.g. dance health professional with further specialised training in areas of medicine, health, therapy).



DRAMA

What is Drama all about?

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

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms, 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. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop

personal confidence, skills of inquiry and social skills as they work collaboratively with others.

The objectives of the Drama course are to develop 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. The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities.

Course Structure and Assessment - What will you learn in year 11 & 12 Drama?

Drama is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.



COURSE STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? <ul style="list-style-type: none"> cultural inheritance of storytelling oral history and emerging practices a range of linear and non-linear forms Assessment Formative internal assessment/s	Reflect How is drama shaped to reflect lived experience? <ul style="list-style-type: none"> Realism, including Magical Realism, Australian Gothic associated conventions of styles and texts Assessment Formative internal assessment/s	Challenge How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none"> Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre associated conventions of styles and texts Assessment Summative internal assessment 1: Performance (20%) Summative internal assessment 2: Project - dramatic concept (20%)	Transform How can you transform dramatic practice? <ul style="list-style-type: none"> Contemporary performance associated conventions of styles and texts inherited texts as stimulus Assessment Summative internal assessment 3: Project - practiced project (35%)
Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools should develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2.		Summative external assessment: Examination (25%)	



Pathways – Where can the study of Drama take you?

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

The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Drama develop transferable 21st century skills essential for many areas of employment. As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of 'the creative' across many workplaces is increasingly in demand. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

Tertiary studies, vocational education or work experience in the area of drama can lead to and benefit careers in diverse fields such as: Arts Administration and Management (artist manager, arts administrator, booking agent, copyright/royalties manager, tour manager, venue manager, events and festivals manager/producer, arts and cultural advisor/administrator), Communication (writer, communication strategist, arts editor, blogger/vlogger), Creative Industries (professional performer, actor, director, dramaturge, independent artist, artistic director, costume designer, producer, rehearsal director, theatre technician, stage manager, dialect coach, radio presenter), Education (educator in schools, corporate, private studios, community, universities and professional drama company education programs), Public Relations (campaign manager, publicist, creative director), Research (researcher and academic, journalist/critic) and Science and Technology (drama health professional with further specialised training in areas of medicine, health, therapy)



MUSIC

What is Music all about?

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

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

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

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

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

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world.

A study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning.

Course Structure & Assessment - What will you learn in Year 11 & 12 Music?

Music is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Pathways – Where can the study of Music take you?

Music is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.

Tertiary studies, vocational education or work experience in the area of music can lead to and benefit careers in diverse fields such as: Arts Administration and Management (e.g. artist manager, arts administrator, booking agent, copyright/royalties manager, music accountant, orchestra manager, production music manager, record producer, studio manager, tour manager, venue manager); Communication (e.g. music copyist, music editor, music librarian, print music manager, sound archivist); Education (e.g. arts educator, instrumental teacher, studio teacher, university music academic) Creative Industries (e.g. backing musician, composer, conductor, creative entrepreneur, instrument repairer, music director, performer, presenter, recording engineer, répétiteur, stage manager); Public Relations (e.g. creative director, music lawyer, music merchandiser) and; Science and Technology (e.g. music therapist, music video clip director, new media artist, producer, programmer, sound designer).



COURSE STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Designs	Identities	Innovations	Narratives
Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?
Assessment Formative internal assessment/s	Assessment Formative internal assessment/s	Assessment Summative internal assessment 1: Performance (20%) Summative internal assessment 2: Composition (20%)	Assessment Summative internal assessment 3: Integrated Project (35%)
Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools should develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2.		Summative external assessment: Examination (25%)	



MUSIC EXTENSION (Year 12 Only)

What is Music Extension all about?

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion, and the exploration of values. The purpose of Music Extension is to provide challenging and rigorous opportunities for students to realise their potential as composers, musicologists or performers, and to provide the basis for rich, lifelong learning. This syllabus considers that students with an extended history of music involvement frequently reach a high level of musical sophistication and aspire to specialise.

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions. In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. As they develop highly transferable and flexible skills, students become adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers, and learning in Music Extension prepares students to engage in a multimodal world.

Course Structure & Assessment - What will you learn in Year 12 Music Extension?

The Music Extension syllabus provides an opportunity for students with specific abilities in music to extend their expertise. It is designed for students interested in specialising in one of three areas of music study: composition, musicology or performance. Students will undertake detailed studies in one of these specialisations. The subject assumes that Units 1 and 2 of the Music syllabus (or equivalent) have been studied before commencing this syllabus. 'Equivalent' refers to compatible interstate or overseas school Music syllabuses or qualifications.

The subject Music Extension is a unitised course of study. It is an extension of the senior syllabus in Music 2019 and should be read in conjunction with that syllabus. The course is studied either concurrently with, or after, Units 3 and 4 of the general course in Music. Unit 3 is prerequisite learning for Unit 4. Students complete Unit 3 before beginning Unit 4. The results from Units 3 and 4 will contribute to ATAR calculations.

Pathways - Where can the study of Music take you?

Music Extension is an Extension subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Music Extension can establish a basis for further education and employment in the fields of performing arts and music.

Tertiary studies, vocational education or work experience in the area of music can lead to and benefit careers in diverse fields such as: Arts Administration and Management (e.g. artist manager, arts administrator, booking agent, copyright/royalties manager, music accountant, orchestra manager, production music manager, record producer, studio manager, tour manager, venue manager); Communication (e.g. music copyist, music editor, music librarian, print music manager, sound archivist, musicologist, music journalist); Education (e.g. arts educator, instrumental teacher, studio teacher, university music academic); Creative Industries (e.g. backing musician, chamber musician, composer, conductor, creative entrepreneur, instrument repairer, music director, performer, presenter, recording engineer, répétiteur, stage manager); Public Relations (e.g. creative director, music lawyer, music merchandiser) and; Science and Technology (e.g. music therapist, music video director, new media artist, producer, programmer, sound designer).

COURSE STRUCTURE

Unit 3	Unit 4
Explore	Emerge
<p>Key idea 1: Initiate best practice Key idea 2: Consolidate best practice</p> <p>Composition specialisation assessment Summative internal assessment 1: Composition 1 (20%) Summative internal assessment 2: Composition 2 (20%)</p> <p>Musicology specialisation assessment Summative internal assessment 1: Investigation 1 (20%) Summative internal assessment 2: Investigation 2 (20%)</p> <p>Performance specialisation assessment Summative internal assessment 1: Performance 1 (20%) Summative internal assessment 2: Performance 2 (20%)</p>	<p>Key idea 3: Independent best practice</p> <p>Composition specialisation assessment Summative internal assessment 3: Composition project (35%)</p> <p>Musicology specialisation assessment Summative internal assessment 3: Musicology project (35%)</p> <p>Performance specialisation assessment Summative internal assessment 3: Performance project (35%)</p> <p>Assessment (all specialisations) Summative external assessment: Examination - extended response (25%)</p>
Students should have opportunities in Music to experience and respond to the types of assessment they will encounter in Music Extension.	



VISUAL ARTS

What is Visual Art all about?

The Visual Arts are an intellectually engaging intersection of lateral thought and practice. They interrogate the human experience and challenge our understandings by encouraging and provoking alternative ways of seeing, thinking and doing. They enable us to know and observe our world collectively and as individuals. They reveal a sense of who we are and might become as we make connections and new meaning of the world around us and our place in it. Creative and expressive communication is central to Visual Art. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. New skills are learnt and knowledge is created through the investigation and experience of valued traditions and practices across various art forms.

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

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience. Visual Art equips students for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking. Visual Art encourages students to reflect on and appreciate multiple perspectives and philosophies, and to confidently and creatively contribute and engage in all facets of society to sustain our diverse Australian culture.



Course Structure & Assessment - What will you learn in Visual Art?

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with

the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Only the results from Units 3 and 4 will contribute to ATAR calculations.

COURSE STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Context: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time based 	Art as code Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • 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 Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	Art as alternate Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • 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 Formative internal assessment/s	Assessment Formative internal assessment/s	Assessment Summative internal assessment 1: Performance (20%) Summative internal assessment 2: Composition (20%)	Assessment Summative internal assessment 3: Project - inquiry phase 3 (35%)
Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools should develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2.		Summative external assessment: Examination (25%)	



Pathways

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

The processes and practices of Visual Art, such as self-directed learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.

Tertiary studies, vocational education or work experience in the area of visual arts can lead to and benefit careers in diverse fields such as: Advertising, (e.g. art director, brand specialist, content marketer, photographer, graphic artist); Arts Administration and Management (e.g. art project manager, agent, events and festivals manager);

Communication (e.g. writer, communication strategist, journalist, sign writer, art editor, blogger/vlogger, web content producer); Creative Industries (e.g. visual artist, illustrator, photographer, screenwriter); Design (e.g. architect, fashion designer, environmental designer, fashion marketer, graphic designer, industrial designer, interior designer, stage designer, textiles designer); Education (e.g. specialist classroom teacher, lecturer, private teacher); Galleries and Museums, (e.g. curator, registrar, exhibition designer, director, public programs officer, conservator); Film and Television, (e.g. animator, storyboard artist, post-production specialist, art director, production buyer, concept artist, costume designer, camera operator, Foley editor, producer); Public Relations, (e.g. campaign manager, publicist, **creative director**); **Science and Technology, (e.g. visual translator, medical illustrator, computer game developer/programmer, digital communication specialist, digital content producer, multimedia designer, web designer, computer graphics modeller, forensic photographer).**

SUBJECTS DESCRIPTOR

Business

ACCOUNTING

COURSE CONTENT DESCRIPTION

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

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

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of



students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

PATHWAYS

Accounting is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce. As the universal language of business (Helliard 2013), Accounting provides students with a variety of future opportunities, enabling a competitive advantage in entrepreneurship and business management in many types of industries, both locally and internationally.

New and redeveloped syllabuses. (n.d.). Retrieved from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syll>

TOPICS STUDIED

Year 11	Year 12
<p>FORMATIVE INTERNAL ASSESSMENT</p> <p>Unit 1 – Real World Accounting</p> <ul style="list-style-type: none"> Accounting for a service business – no GST End-of-month reporting for a service business <p>Unit 2 – Management effectiveness</p> <ul style="list-style-type: none"> Accounting for a trading GST business End-of-month reporting for a trading GST business 	<p>SUMMATIVE ASSESSMENT</p> <p>Unit 3 – Monitoring a business</p> <ul style="list-style-type: none"> Managing resources for a trading GST business – non-current assets - Assessment: Exam 25% - Internal Fully classified financial statement reporting for a trading GST business - Assessment: Exam 25% - Internal <p>Unit 4 – Accounting – the big picture</p> <ul style="list-style-type: none"> Cash Management Complete accounting process for a trading GST business - Assessment: Project 25% - Internal Performance analysis of a listed public company - Assessment: Exam 25% - External



ECONOMICS

COURSE CONTENT DESCRIPTION

The word 'economics' comes from the ancient Greek meaning 'household management'. Today, whole countries could be thought of as managed like households whereby Governments' must make good decisions which will lead to the benefit of the millions of people living in those countries. Not only households and countries but also companies, organizations and even individual people operate 'economically'. They can function for the better or for the worse, they can make good or poor decisions, they can be productive and efficient or they can waste time, money, energy and resources and struggle to stay afloat. The study of economics is the study of making the best decisions resulting in the best outcomes. The modern world would have been unimaginable to people living hundreds of years ago - in no small way, the understanding and employment of good economics has allowed our modern world its wealth, progress and stability.

The study of economics produces specialized knowledge, comprehension and a literacy in economics. Significantly, the critical thinking abilities developed are beneficial to any

higher level education and transfers across to other subject areas. These abilities are thinking logically, analysis, application of concepts, evaluation of arguments, synthesis of various components, oral and written communication skills, data/source selection and 21st Century research skills.

PATHWAYS

The skills and knowledge attained through the study of economics are valuable for all occupations. This is because most jobs are a part of a business. If you understand economics (which can be thought of as the theory of business) you will understand your place in that business and then how best to add value to it – no doubt impressing your employer. The bigger picture you gain from economics is the outlook of a manager – therefore Management (in any type of field) is an obvious career path.

Economics is especially relevant to any field in business such as: Accountancy, Finance & Investment, Marketing & Advertising, Human Resources Management, Public Relations, International Trade and Data Analysis & Statistics.

Economics is intrinsically aligned with Government, Politics and Law. We live in a big, complex economic system and understanding of this system is essential to these careers paths which aim to order and regulate its many millions of people interacting within it.

Finally, studying economics is the ideal training ground for someone who wants to start their own business - the Entrepreneurs of the world. The various career paths and opportunities awaiting the student of economics is broad and exciting.

ASSESSMENT

During the course of their study students alternate between examinations and research reports. Examinations are either combination response or extended response to stimulus. The final piece of assessment for Year 12 is external (written and graded by non-Fairholme teachers), weighted at 25% and based on material for that fourth and term.

TOPICS STUDIED

Year 11	Year 12
Unit 1 – Markets & Models <ul style="list-style-type: none"> The basic economic problem Economic flow Market forces Unit 2 – Modified markets <ul style="list-style-type: none"> Markets and efficiency Case options of market measures and strategies 	Unit 3 – International economics <ul style="list-style-type: none"> The global economy International economic issues Unit 4 – Contemporary macroeconomic <ul style="list-style-type: none"> Macroeconomic objectives and theory Economic management

LEGAL STUDIES

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

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

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue, examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

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

question, explore and discuss tensions between changing social values, justice and equitable outcomes.

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

PATHWAYS

Legal Studies is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes Legal Studies students gain are transferable to all discipline areas and post-schooling tertiary pathways.

New and redeveloped syllabuses. (n.d.). Retrieved from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syll>

TOPICS STUDIED

Year 11	Year 12
<p>FORMATIVE INTERNAL ASSESSMENT</p> <p>Unit 1 – Beyond reasonable doubt</p> <ul style="list-style-type: none"> Legal Foundations Criminal Investigation process Criminal Trial Process Punishment and Sentencing <p>Unit 2 – Criminal investigation process</p> <ul style="list-style-type: none"> Civil law foundations Contractual Obligations Negligence and the duty of care 	<p>SUMMATIVE ASSESSMENT</p> <p>Unit 3 – Law, governance and change</p> <ul style="list-style-type: none"> Governance in Australia <p>Assessment: Exam – 25% - Internal -Combination Exam (Short and extended responses)</p> <ul style="list-style-type: none"> Law reform within a dynamic society <p>Assessment: Investigation 25% - Internal– Inquiry report</p> <p>Unit 4 – Human rights in legal contexts</p> <ul style="list-style-type: none"> Human Rights The effectiveness of international law <p>Assessment: Investigation – 25% – Internal - Argumentative essay</p> <ul style="list-style-type: none"> Human Rights in Australian contexts <p>Assessment: Exam 25% - External – combination response (short and extended responses)</p>

SUBJECTS DESCRIPTOR

English

Introduction

The QCAA English learning area is made up of five senior secondary subjects: Essential English, English, Literature, English & Literature Extension, and English as an Additional Language. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

ENGLISH

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

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

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts and non-literary texts
- skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary

texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Perspectives and Texts: In Unit 1, students explore individual and/or collective experiences and perspectives of the world through engaging with a variety of texts in a range of contexts. They examine how perspectives and representations of concepts, identities and/or groups are constructed through textual choices such as language, medium, style and text structures. This unit allows students to explore how meaning is shaped through the relationships between language, text, purpose, context and audience. Students respond to a variety of non-literary texts and literary texts, and create texts of their own for a variety of purposes and audiences.

Texts and Culture: In Unit 2, students explore cultural experiences of the world through engaging with a variety of texts, including a focus on Australian cultures for at least half of the unit. Building on Unit 1, students develop their understanding of how relationships between language, text, purpose, context and audience shape meaning and cultural perspectives. By engaging with a variety of texts, including Australian texts, students examine the relationship between language and identity, the effect of textual choices and the ways in which these choices position audiences for particular purposes, revealing attitudes, values and beliefs. Students respond to and create imaginative and analytical texts of their own.

Textual Connections: In Unit 3, students explore connections between texts by examining representations of the same concepts and issues in different texts. In doing so, they consider how the textual constructions of the same concepts and issues in different texts resonate, relate to, and clash with one another. By examining texts in relation to other texts, students are offered opportunities to explore how connections between texts contribute to meaning-making. They revisit and build on understandings from Units 1 and 2 about how meaning and perspectives are shaped by the relationships between language, purpose, text, context and audience.

Close Study of Literary Texts: In Unit 4, students explore the world and human experience by engaging with literary texts from diverse times and places. They explore how these texts build a shared understanding of the human experience and through this become part of a cultural heritage. This unit includes the close study of literary texts to allow students to extend their experience of the world.

The unit comprises two topics:

Topic 1: Creative responses to literary texts
Topic 2: Critical responses to literary texts.

ASSESSMENT

Formative assessments — Units 1 and 2
Formative internal assessments, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

Summative assessments — Units 3 and 4
Students will complete a total of four summative assessments — three internal and one external — that count towards their final mark in each subject.

- Summative internal assessment 1 (IA1): Extended response — written response for a public audience (25%)

Description

This assessment focuses on the analysis, interpretation and examination of concepts in texts. It is an open-ended task responding to two texts connected by the representation of a concept, identity, time or place, and written for a public audience.

- Summative internal assessment 2 (IA2): Extended response — persuasive spoken response (25%)

Description

This assessment focuses on the creation of a perspective through reasoned argument to persuade an audience. It is an open-ended task responding to representations of a contemporary social issue in the media within the previous year.

- Summative internal assessment 3 (IA3): Examination — imaginative written response (25%)

Description

This internal assessment focuses on the interpretation of a literary text from the prescribed text list as a springboard for an imaginative response.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for English will contribute 25% towards a student's result.

- Summative external assessment
- The summative external assessment adds valuable evidence of achievement to a student's profile. External assessment is:
 - common to all schools
 - administered under the same conditions at the same time and on the same day
 - developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes 25% to the student's result in English. It is not privileged over the school-based assessment.



LITERATURE

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

Introduction to Literary Studies: In Unit 1, students develop knowledge and understanding of the ways literary styles and structures shape how texts are received and responded to by individual readers and audiences. Students study a range of literary forms from various contexts and consider how textual choices engage readers imaginatively, emotionally and critically. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature, and an appreciation of the various ways literary texts are crafted.

Intertextuality: In Unit 2, students develop knowledge and understanding of the ways literary texts connect with each other. Students study texts that are closely related in terms of genre, theme and/or context, or texts that are adaptations of other texts. They consider how changes to the form and medium of a text affect its meaning. They compare and contrast the ideas, style and structure of different texts to explore the ways in which texts interact with and build on each other to offer varied representations and perspectives. Students engage with critical readings and imaginative adaptations of literary texts to enhance and develop their own interpretations and responses.

Literature and Identity: In Unit 3, students develop knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis, students consider how texts endorse, challenge or question

cultural assumptions. In engaging with literary texts, students reflect upon their own backgrounds and experiences and how these affect their interpretations. Students analyse textual representations to explore the cultural assumptions that underpin points of view and perspectives in texts.

Independent Explorations: In Unit 4, students demonstrate increasing independence in exploring, interpreting, analysing and appreciating the aesthetic appeal of literary texts and the insights they offer. The unit focuses on the dynamic nature of literary explorations and interpretations, and how a close examination of structure, style and subject matter of literary texts supports various responses.

ASSESSMENT

Formative assessments — Units 1 and 2

Formative assessments provide feedback to both students and teachers about each student's progress in the course of study. Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

Summative assessments — Units 3 and 4

Students will complete a total of four summative assessments — three internal and one external — that count towards their final mark in each subject.

Schools develop three internal assessments for each senior subject, based on the learning described in Units 3 and 4 of the syllabus. The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for Literature will contribute 25% towards a student's result.

- Summative internal assessment 1 (IA1): Examination — analytical written response (25%)

Description

The examination assesses the application of a range of cognitions to a provided question on a literary text from the prescribed text list. Student responses must be completed individually, under supervised conditions, and in a set timeframe.

- Summative internal assessment 2 (IA2): Extended response — imaginative spoken/multimodal response (25%)

Description

This assessment focuses on the reinterpretation of ideas and perspectives in a literary text from the prescribed text list. It is an open-ended task. While students may undertake some research in the creating of the extended response, it is not the focus of this technique.

This assessment occurs over an extended and defined period of time, of approximately 12 hours. Students may use class time and their own time to develop a response.

- Summative internal assessment 3 (IA3): Extended response — imaginative written response (25%)

Description

This assessment focuses on the creation and crafting of an original literary text. It is an open-ended task. While students may undertake some research when writing the extended response, it is not the focus of this technique.

This assessment occurs over an extended and defined period of time, of approximately 12 hours. Students may use class time and their own time to develop a response.

- Summative external assessment (EA): Examination — analytical written response (25%)

General information

Summative external assessment is developed and marked by the QCAA. In Literature it contributes 25% to a student's overall subject result.

ENGLISH AND LITERATURE EXTENSION (YEAR 12 ONLY)

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and should be read in conjunction with those syllabuses. 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. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to 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.

In English & Literature Extension, 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/signified extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Ways of Reading: In Unit 3, students are introduced to understandings about theoretical approaches to interpreting texts. In this unit, students engage with various interpretive practices generated from a range of theoretical understandings about how meaning is made. They begin exploring different ways of reading or interpreting texts, and become familiar with various schools of thought and related reading practices. The QCAA resource 'Approaches to reading practices' provides an account of various reading practices generated from a



Unit 4 consists of two areas of study:
Extended academic research paper and
Theorised exploration of texts.

- Summative internal assessment 1 (IA1): Extended response — reading and defence (20%)

Description

The extended response focuses on applying particular aspects of either the reader-centred or author-centred theoretical approach to a text to produce a reading and an accompanying defence. In a reading, students make meaning of a literary text by applying interpretive strategies associated with a particular theoretical approach. In a defence, students analyse the reading they have produced, applying and evaluating aspects and strategies of the theoretical approach and explaining how the theoretical approach used has allowed them to make meaning of the text in particular ways.

- Summative internal assessment 2 (IA2): Extended response — complex transformation and defence (20%)

Description

Students select a literary text suited to the demands of the assessment instrument (and different from the text selected for internal assessment 1). They select and apply aspects and strategies from text-centred and world-context-centred theoretical approaches to intervene in this selected base text, or part of the text, to create a complex transformation. In a complex transformation, the rewritten text invites alternative and/or resistant readings other than those the base text seems to invite. Alternative and resistant readings require students to move beyond merely inverting the base text's ideologies. Transformations must relate to repositioning the reader in a purposeful way and must be theoretically defensible.

- Summative internal assessment 3

Description

Students explore different way/s of reading their selected complex literary text/s through the application of at least two theories or aspects of theories to produce an academic research paper. These theories may be drawn from different theoretical approaches, or from the same theoretical approach. The selected complex literary text/s must be different from those selected for internal assessment instruments 1 and 2. Students use these theoretical approaches to produce a close reading of at least one selected complex literary text and to explore a focus question. The focus question should allow them to evaluate how effective these theoretical approaches have been in exploring and producing the close reading.

- Summative external assessment (EA): Examination — theorised exploration of unseen text (25%)

GENERAL INFORMATION

Summative external assessment is developed and marked by the QCAA. In English & Literature Extension, it contributes 25% to a student's overall subject result.



ESSENTIAL ENGLISH

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

Language that Works: In Unit 1, students explore how meaning is communicated in contemporary texts developed for and used in a work context. Students develop and use a range of strategies and skills to comprehend and interpret these texts. They explore how the relationships between context, purpose and audience createmeaning in work-related texts. Students identify, consider and explain language choices and the organisational features of texts, and their impact on meaning.

Texts and Human Experiences: In Unit 2, students explore individual and/or collective experiences and perspectives of the world. Students explore how different perspectives, ideas, cultural assumptions, attitudes, values and beliefs are communicated through the textual representations of a range of human experiences. They identify audience and purpose, and consider how meaning is shaped in reflective and nonfiction texts to invite audiences to accept a particular point of view.

Language that Influences: In Unit 3, students explore community, local and/or global issues and ideas presented in a range of texts that invite an audience to take up positions. Building on Units 1 and 2, students apply their understanding about how perspectives, ideas, attitudes and values are represented in texts to influence audiences to take up positions. They explore how issues are represented in a range of texts and develop their own point of view about these issues. Students synthesise information to respond to and create a range of texts, considering their intended purpose, their representation of ideas and issues, and audience responses.

Representations and Popular Culture Texts: In Unit 4, students explore how the generic structures, language features and language of contemporary popular culture texts shape meaning. They revisit and build on learning from Units 1, 2 and 3 about how the relationship between context, purpose and audience creates meaning, and they independently apply comprehension strategies when engaging with texts. Students respond to and engage with a variety of texts, including Australian texts, and create texts of their own.

ASSESSMENT

- Summative internal assessment 1: Extended response — spoken/signed response

Description

This assessment focuses on the interpretation, examination and creation of representations of community, local and/or global issues. It is an open-ended task creating a text for a specified audience and purpose. While students may undertake some research when writing the extended response, it is not the focus of this technique.

- Summative internal assessment 2: Common internal assessment

Description

This assessment is developed by the QCAA and marked internally by the school. The common internal assessment (CIA) in Essential English is common to all schools and administered under controlled conditions, appropriate to the context of the school.

- Summative internal assessment 3: Extended response — multimodal response

Description

This assessment focuses on the identification, consideration and explanation of ideas and information in texts. It is an open-ended task responding to a popular culture text or texts and constructed for a specified audience and purpose. While students may undertake some research in the creation of the response, it is not the focus of this technique.

- Summative internal assessment 4: Extended response — written response

Description

This internal assessment focuses on the creation of representations to position an audience. It is an open-ended task where interpretation of a popular culture text or texts is used as a springboard for a creative response. While students may undertake some research in the creation of the response, it is not the focus of this technique.

SUBJECTS DESCRIPTOR

Fashion



CAREER PATHWAYS

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

FASHION

The Subject Fashion an Applied subject, explores what underpins fashion culture, technology and design. It incorporates the study of three core topics – ‘Fashion culture’; ‘Fashion technologies’ and ‘Fashion design’.

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

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

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

ASSESSMENT PROGRAM

In Years 11 and 12 respectively, students are required to complete a Folio of work that consists of:

Two Projects
One Extended Response

One Product

This Folio of work will be assessed on criteria in the areas of: Knowing & Understanding; Analysing & Applying; Evaluating & Creating.

SUBJECT PREREQUISITE

It is highly desirable that the students will have achieved a sound grasp of the skills and core concepts from Years 9 and 10 Design Technologies Fibre (Fashion).

TOPICS OF STUDY INCLUDE

Semester 1 (Formative)

- Product Folio – Design a complete “visual design folio” of a Collection of fashion product/s that reflects a distinct relationship to a modern designer/s
- Project – Design and develop a collection that is explicitly linked the theme of the Fairholme Spring Parade. With a product component 1-3 product/s and written component ‘visual design folio’ 400-700 words.

Semester 2 (Formative)

- Project – Design and create an up-cycled fashion item/s from exciting fashion garment/s sourced. Working either individually or as a team to produce a set of sustainable ensemble/s or fashion item/s. With a product component 1-3 product/s and written component ‘visual design folio’ 400-700 words.
- Extended Response- Develop a multimodal response to communicate ideas and information to a live audience to convince them of the importance of making ethical choices in clothing purchased and/or constructed.

Semester 3 (Summative)

- Project – Design and construct fashion item/s that reflect on-trend aesthetics in relation to meeting Eco-Friendly consumer needs. With a product component 1-4 product/s and written component ‘visual design folio’ 600-1000 words.
- Extended Response- Develop a ‘magazine article’ communicating ideas as to how style and sustainability

can happily co-exist, through designers making Eco-Friendly choices.

Semester 4 (Summative)

- Project – Design a range of fashion item/s that is a culmination of their knowledge gained and representative of their individual design aesthetics. With a product component 1-4 product/s and written component 'visual design folio' 600-1000 words.
- Product – Students will respond to a design brief focusing on the creation of a window display to house their collection of work at the Fairholme Spring Parade. With excerpts from their visual diary and photographic evidence of the visual display.

Semester 2 – Unit 2

Project 'Product & Written' Students will create up-cycled fashion item/s from existing fashion garment/s sourced. They will work individually, or work in a team of two to design and produce a set of sustainable ensemble/s or fashion item/s that meet the design brief. Supporting evidence: visual diary and photographs of completed fashion item/s.

7 weeks class & own time

Written component

Design Folio: evidence of exploring the design challenge, developing ideas and possible solutions, and creating solutions and fashion item/s.

400–700 words

Product component

Students will be required to upcycle exciting fashion garment/s creating sustainable ensemble/s or fashion item/s. Number of products to be negotiated with the teacher. 1–3 product/s

Extended response

Interpreting, analysing and/or evaluating ideas from stimulus material provided. Develop a multimodal response to communicate ideas and information to a live audience to convince them of the importance of making ethical choices in clothing purchased and/or constructed. Stimulus: a field trip to fashion retailers and further fashion magazine article/s as stimulus.

Supporting evidence: script & digitally recorded response.

3 weeks class and own time

Multimodal response

This response requires students to use a combination of spoken and digital technology to communicate their ideas to a live audience.

Supporting evidence: script.

3.0–5.0 minutes

Semester 3 – Unit 3

Project 'Product & Written' Students will be required to investigate contemporary designers as inspiration. Designing and constructing fashion item/s that reflect on-trend aesthetics in relation to meeting Eco-Friendly consumer needs.

Supporting evidence: visual diary and photographs of completed fashion item/s.

7 weeks class & own time

Written component

Design folio: evidence of exploring the design challenge, developing ideas and possible solutions and creating solutions and fashion item/s.

500–900 words

Product component

Students will be required to select Eco-Friendly textiles and embellishments to create fashion item/s that reflect the aesthetics of their chosen designer. Number of products to be negotiated with the teacher.

1–4 product/s

Extended response

Students will develop a written response 'Magazine Article' communicating their ideas as to how Style and Sustainability can happily co-exist, through designers making Eco-Friendly choices.

Supporting evidence: Script

3 weeks class and own time

Written response

Students will research the topic and present their findings in the format of a magazine article that highlights Eco-Friendly fashion designer/s that are stylishly saving the planet.

600–1000 words

Semester 4 – Unit 4

Project 'Product & Written' Students will research and explore collections. Designing a range of fashion item/s that is a culmination of their knowledge gained and representative of their individual design aesthetics. Supportive evidence: visual diary and photographs of completed fashion item/s.

6 weeks class & own time

Written component

Design folio: evidence of exploring the design challenge, developing ideas and possible solutions and creating solutions and fashion item/s.

500–900 words

Product component

Students will be required to produce fashion item/s that reflect their individual design aesthetics. Number of products to be negotiated with the teacher.

1–4 product/s

Product 'Visual Display'

Students will respond to a design brief focusing on the creation of a window display to house their collection of work. Supporting evidence: photographic evidence of the visual display and excerpts from the visual diary.

4 weeks class & own time

1–4 product/s

Hospitality

Pathways

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

HOSPITALITY

The Hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and geographic borders.

The Hospitality Practices syllabus at Fairholme covers Food and beverage production and service. These electives represent key employment areas within the food and beverage sector, enabling students to develop a solid understanding of the sector.

Students will work as individuals and as part of teams to plan and implement events in hospitality context. Here at Fairholme students will have the opportunity to plan and implement at least one actual event in a hospitality context in Year 11 and again in Yr12. Such events will allow the students to gain experience to produce food or beverage products and perform service for customers in real-world hospitality contexts. Students will also develop awareness of industry workplace culture and practices and develop skills, processes and attitudes desirable for future employment in the sector. Such personal attributes include the ability to communicate, connect and work with others, plan, organise, solve problems, and navigate the world of work.

Assessment Program

In Years 11 and 12 respectively, students are required to complete a Folio of work that consists of:

Two Projects
One Extended Response or Investigation
One Examination

This Folio of work will be assessed on criteria in the areas of:

Knowing & Understanding;
Examining & Applying;
Planning & Evaluating.

Subject Prerequisite

It is highly desirable that the students will have achieved a sound grasp of the skills and core concepts from Years 9 and 10 Design Technologies Food.

Topics of Study Include:

Semester 1 (Formative) Unit 1

- Project Folio – of at least two assessable components, demonstrated in different circumstance, places and times, and may be presented to different audiences. With a product component 2-4 products and written component 'visual folio' 400-700 words.
- Investigation – into hospitality practices presented as a 'Multi-Modal' 3-5 minutes

Semester 2 (Formative) Unit 2

- Project Folio – of at least two assessable components, demonstrated in different circumstance, places and times, and may be presented to different audiences. With a product component 2-4 products and written component 'visual folio' 400-700 words.
- Examination – 60-90 Minutes, 50-150 words per item.

Semester 3 (Summative) Unit 3

- Project Folio – of at least two assessable components, demonstrated in different circumstance, places and times, and may be presented to different audiences. With a product component 2-4 products and written component 'visual folio' 500-900 words.
- Extended Response – the evaluation and interpretation of ideas from stimulus provided into hospitality practices presented as a 'Magazine Article' 600-100 words

Semester 4 (Summative) Unit 4

- Project Folio – of at least two assessable components, demonstrated in different circumstance, places and times, and may be presented to different audiences. With a product component 2-4 products and written component 'visual folio' 500-900 words.
- Examination – 60-90 Minutes, 50-250 words per item.

SUBJECTS DESCRIPTOR

Humanities

ANCIENT HISTORY

‘Study the past, if you would divine the future.’

Confucius

COURSE CONTENT DESCRIPTION

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. In this subject, we investigate how the world has changed, as well as the significant legacies that exist into the present, such as social organisation, systems of law, governance and religion. But it is also an opportunity to explore fascinating stories of the past and mysteries of human behaviour, to empathise with those whose lives were so different, yet still surprisingly similar, to our own.

TOPICS OF STUDY

In Year 11 and 12 Ancient History at Fairholme, we study great civilisations and the people who inhabited them, from Egypt to Greece, and China to Rome. We also provide scope for students to select topics of study that are of particular interest, from an individual of their choice, like Nero, Cleopatra, Alexander the Great, Qin Shi Huangdi, Ashoka or Akhenaton, to social and cultural topics, such as Viking warfare, Egyptian religion, Athenian democracy, the Medieval Crusades, Roman law and politics or Spartan lifestyles.

ASSESSMENT PROGRAM

In the new QCE system, there have been significant changes to assessment in Ancient History. There are now only four tasks a year, all of which are weighted equally – two tests and two assignments. One change that may surprise many students is the documentation of the research process, as inquiry logs no longer form part of the assessment in this subject. Instead, research is assessed in terms of its final product – either an essay or a source investigation. The external examination for Ancient History will comprise 25% of the final result, and will be based on a single topic – or one term’s worth of work.

Year 11

- Examination – essay in response to historical sources (25%)
- Investigation – independent source investigation (25%)
- Investigation – historical essay based on research (25%)
- Examination – short responses to historical sources (25%)

Year 12

- Examination – essay in response to historical sources (25%)
- Investigation – independent source investigation (25%)
- Investigation – historical essay based on research (25%)
- External Examination – short responses to historical sources (25%)

Subject Prerequisite

Nil

CAREER PATHWAYS

Ancient History will help to develop skills that are invaluable for tertiary study, including communication, critical thinking, problem solving, research and organisation. These are fundamental skills valued by employers, both now and in the future, and studies in history can lead to work in fields such as law, journalism, public relations, education, advertising, international relations, archaeology, anthropology, architecture, tourism, politics and psychology.

Ancient History does more than simply provide students with lessons from the past; it fosters thinking, both analytical and reflective, objective and empathetic, that builds a foundation for students to form their own judgements about the world in which they live.

MODERN HISTORY

‘Live as if you were to die tomorrow. Learn as if you were to live forever.’

Gandhi

COURSE CONTENT DESCRIPTION

A study of Modern History encourages students to examine humanity’s recent past so that they may make informed decisions about the issues and challenges of contemporary society. In this subject, we investigate some of the main forces that have shaped the modern world – from development of key ideologies to movements for change, both in the national sphere and wider international experiences. Through Modern History, students’ curiosity and imagination are invigorated while their appreciation of civilisation is broadened and deepened. They learn to empathise with others and make meaningful connections between the past, present and possible futures.

TOPICS OF STUDY

The course of study in Modern History is designed to generate both student interest and fervent debate through examination of integral concepts such as nationalism, non-violence and terrorism, along with investigation of diverse regions and time periods, from France at the height of the revolution and Africa in the Age of Empire, to the world wars of the twentieth century and current concerns in the Middle East. Students will also have the opportunity to explore areas of particular interest to them; they may study an individual of their choice, like Adolf Hitler, Joseph Stalin, Idi Amin, Gandhi or Martin Luther King, or they may consider social and political topics such as the Transatlantic slave trade, civil rights movements, Apartheid, the Vietnam War or the Syrian conflict.

ASSESSMENT PROGRAM

In the new QCE system, there have been significant changes to assessment in Modern History. There are now only four tasks a year, all of which are weighted equally – two tests and two assignments. One change that may surprise many students is the documentation of the research process, as inquiry logs no longer form part of the assessment in this subject. Instead, research is assessed in terms of its final product – either an essay or a source investigation. The external examination for Modern History will comprise 25% of the final result, and will be based on a single topic – or one term’s worth of work.

Year 11

- Examination – essay in response to historical sources (25%)
- Investigation – independent source investigation (25%)
- Investigation – historical essay based on research (25%)
- Examination – short responses to historical sources (25%)

Year 12

- Examination – essay in response to historical sources (25%)
- Investigation – independent source investigation (25%)

- Investigation – historical essay based on research (25%)
- External Examination – short responses to historical sources (25%)

Subject Prerequisite
Nil

CAREER PATHWAYS

Modern History will help to develop skills that are invaluable for tertiary study, including communication, critical thinking, problem solving, research and organisation. These are fundamental skills valued by employers, both now and in the future, and studies in history can lead to work in fields such as law, journalism, public relations, education, advertising, international relations, tourism, politics and psychology.

Modern History does more than simply provide students with lessons from the past; it empowers them to be independent critical thinkers who know their world and are well equipped to take up their place in it.



GEOGRAPHY

‘The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.’

Barack Obama

COURSE CONTENT DESCRIPTION

Geography is the study of places and the relationships between people and their environments. It’s a rich discipline at the heart of people’s journeys through space, place and time. If you’ve looked at a map to plan an adventure, or visited a town and asked, ‘why do people live here?’, or contemplated what your local area will look like in the future, you’re thinking in terms of geography.

Geography prepares students for life by developing informed perspectives about places and the people who live there. Geography students come to understand the many interdependent spheres in which they live, and make sound judgments about their local community, Queensland, Australia and beyond. It’s a perspective highly valued by government and business in our increasingly globalised, technological and complex world.

TOPICS OF STUDY

The ability to explain, analyse, apply, communicate and make decisions about geographical issues are major components of the course. Research, mapping skills, satellite technologies and computer based GIS are essential components of classroom work, and students will also study with industry experts in the field in locations such as Toowoomba and at North Stradbroke Island.

There are four units over the two years of study:

Year 11:

- Natural and ecological hazards such as cyclones, volcanoes and diseases, and
- Urban planning in Australia and overseas.

Year 12:

- Land cover transformations, and
- Population change in Australia and overseas.

ASSESSMENT PROGRAM

In the new QCE system, there have been significant changes to assessment in Geography. There are now only four tasks a year, all of which are weighted equally. In Year 12, they are:

- a school-based exam,
- a field report,
- a data report, and
- an external examination.

Assessment in Year 11 prepares students for their final year by mirroring the style and structure of the four Year 12 tasks.

Subject Prerequisite
Nil

CAREER PATHWAYS

Geography is highly regarded by universities and work places because of the informed world view and complex thinking skills it embeds. This naturally leads to tertiary study and careers in fields such as urban planning, agriculture, business administration, architecture, resource management, journalism, defence, teaching and law. In these and a wide range of other endeavours, Geography prepares students for the future.

SUBJECTS DESCRIPTOR

INFORMATION AND COMMUNICATION TECHNOLOGY

SUBJECT OVERVIEW

Information and Communication Technology (ICT) is designed to provide skills and knowledge to meet a wide variety of student needs. These include general IT skills for life and IT skills to prepare for the initial year of tertiary studies. There is a theory component. The majority of the course aims to develop practical IT skills. The course is designed to be enjoyable with most learning experiences and assessment items completed within class time.



Information and Communication Technology is an applied subject. It may contribute to ATAR calculations as ATAR is calculated on your best 5 subjects, one of which may be an applied subject.

The core topics of Hardware, Software and ICT in Society will be studied through units in:

- Graphic Design
- Managing Data
- Multimedia Production
- 3D Modelling
- Animation
- Mechatronics

SUBJECT PRE-REQUISITES

There are no pre-requisites for ICT, however, study in a previous IT subject is an advantage.

ASSESSMENT PROGRAM

Assessment is through projects, written responses and multimodal responses.

SUBJECTS DESCRIPTOR

Languages

LANGUAGES – FRENCH, GERMAN, JAPANESE

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

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



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

From: QCAA General Senior Syllabus - Japanese 2019 v1.2

COURSE STRUCTURE

French/German/Japanese is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Assessment in Units 1 and 2 is formative. Units 3 and 4 consolidate students learning. Only the results from Units 3 and 4 will contribute to ATAR calculations. Assessment in these units is summative and includes an external examination.

Year 11 students studying French/German/Japanese in 2020 will study the following units:

Unit 1	Unit 2
My world	Exploring our world
<ul style="list-style-type: none"> Family/carers and friends Lifestyle and leisure Education 	<ul style="list-style-type: none"> Travel Technology and media The contribution of French/German/Japanese culture to the world
ASSESSMENT Formative internal assessment/s At least one assessment per unit, with a maximum of four assessments across Units 1 and 2. Assessment in Year 11 will model assessment types that will be encountered in Units 3 and 4.	

Year 12 students will study the following units:

Unit 3	Unit 4
Our Society	My Future
<ul style="list-style-type: none"> Roles and Relationships Socialising and connecting with my peers Groups in society 	<ul style="list-style-type: none"> Finishing secondary school, plans and reflections Responsibilities and moving on
ASSESSMENT Summative Internal Assessment (IA1) - Examination – short response Summative Internal Assessment (IA2) - Examination – combination response	ASSESSMENT Summative Internal Assessment (IA3) - Extended Response Summative External Assessment - Examination – combination response

SUBJECTS DESCRIPTOR

Mathematics



SENIOR MATHEMATICS

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

All learning areas build on the P-10 Australian Curriculum.
All results contribute to the QCE.

GENERAL MATHEMATICS SUBJECTS

Results may contribute to an ATAR calculation
Includes External Assessment

APPLIED MATHEMATICS

No more than one Applied subject can contribute to an ATAR calculation

GENERAL

Pre-requisite:
Pass in either 10
Mathematics or
Mathematical
Mathematics

METHODS

Pre-requisite:
Pass in 10 Specialised
Mathematics
Or a minimum of B+ in
10 Mathematics

SPECIALIST

Pre-requisite:
A minimum
of B+ in 10
Specialised
Mathematics

ESSENTIAL

FORMATIVE ASSESSMENT

Problem-Solving & Modelling Task 40%
Test on Unit 1 30%
Test on Unit 2 20%
Test on Units 1 & 2 30%

SUMMATIVE ASSESSMENT

Problem-Solving & Modelling Task 20%
Test on Unit 3 15%
Test on Unit 4 15%
External Examination
on Units 3 & 4 50%

Formative Assessment

Problem-Solving & Modelling Task Unit 1
Test Unit 1
Task Unit 2
Test Unit 2

Summative Assessment

Problem-Solving & Modelling Task Unit 3
Test Unit 3
Task Unit 4
Test Unit 4

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



GENERAL MATHEMATICS

General Mathematics is for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

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

Unit 1

Money, measurement and relations

- Topic 1: Consumer arithmetic
- Topic 2: Shape and measurement
- Topic 3: Linear equations and their graphs

Unit 2

Applied trigonometry, algebra, matrices and univariate data

- Topic 1: Applications of trigonometry
- Topic 2: Algebra and matrices
- Topic 3: Univariate data analysis

Unit 3

Bivariate data, sequences and change, and Earth geometry

- Topic 1: Bivariate data analysis
- Topic 2: Time series analysis
- Topic 3: Growth and decay in sequences
- Topic 4: Earth geometry and time zones

Unit 4

Investing and networking

- Topic 1: Loans, investments and annuities
- Topic 2: Graphs and networks
- Topic 3: Networks and decision mathematics

$$a^2 + b^2 = c^2$$



MATHEMATICAL METHODS

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

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

Unit 1

Algebra, statistics and functions

- Topic 1: Arithmetic and geometric sequences and series 1
- Topic 2: Functions and graphs
- Topic 3: Counting and probability
- Topic 4: Exponential functions 1
- Topic 5: Arithmetic and geometric sequences and series 2

Unit 2

Calculus and further functions

- Topic 1: Exponential functions 2
- Topic 2: The logarithmic function 1
- Topic 3: Trigonometric functions 1
- Topic 4: Introduction to differential calculus
- Topic 5: Further differentiation and applications 1
- Topic 6: Discrete random variables 1

Unit 3

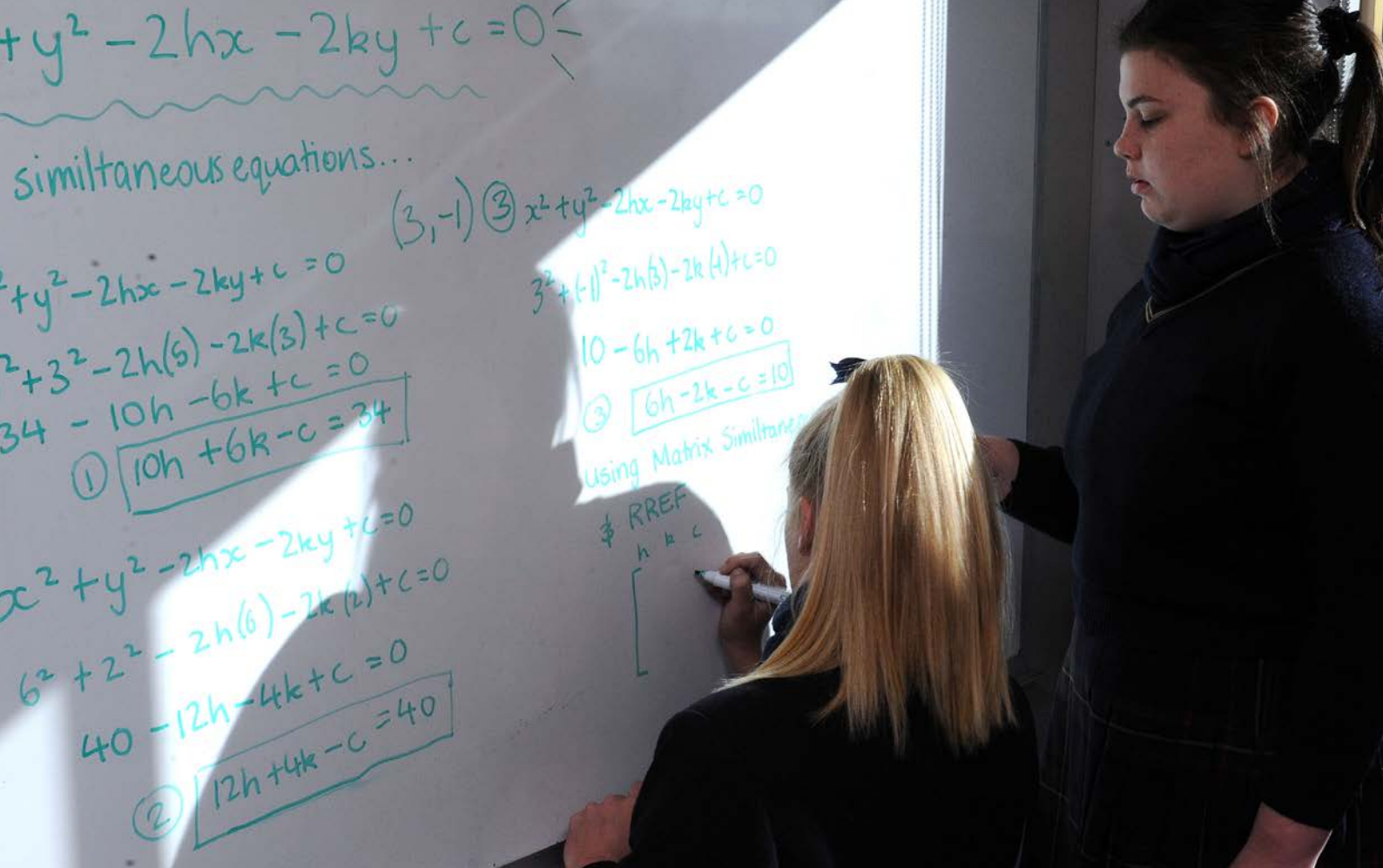
Further calculus

- Topic 1: The logarithmic function 2
- Topic 2: Further differentiation and applications 2
- Topic 3: Integrals

Unit 4

Further functions and statistics

- Topic 1: Further differentiation and applications 3
- Topic 2: Trigonometric functions 2
- Topic 3: Discrete random variables 2
- Topic 4: Continuous random variables and the normal distribution
- Topic 5: Interval estimates for proportions



SPECIALIST MATHEMATICS

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Specialist Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Specialist Mathematics must be studied in conjunction with Mathematical Methods.

Unit 1

Combinatorics, vectors and proof

- Topic 1: Combinatorics
- Topic 2: Vectors in the plane
- Topic 3: Introduction to proof

Unit 2

Complex numbers, trigonometry, functions and matrices

- Topic 1: Complex numbers 1
- Topic 2: Trigonometry and functions
- Topic 3: Matrices

Unit 3

Mathematical induction, and further vectors, matrices and complex numbers

- Topic 1: Proof by mathematical induction
- Topic 2: Vectors and matrices
- Topic 3: Complex numbers 2

Unit 4

Further calculus and statistical inference

- Topic 1: Integration and applications of integration
- Topic 2: Rates of change and differential equations
- Topic 3: Statistical inference



ESSENTIAL MATHEMATICS

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

Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Unit 1

Number, data and graphs

- Fundamental topic: Calculations
- Topic 1: Number
- Topic 2: Representing data
- Topic 3: Graphs

Unit 2

Money, travel and data

- Fundamental topic: Calculations
- Topic 1: Managing money
- Topic 2: Time and motion
- Topic 3: Data collection

Unit 3

Measurement, scales and data

- Fundamental topic: Calculations
- Topic 1: Measurement
- Topic 2: Scales, plans and models
- Topic 3: Summarising and comparing data

Unit 4

Graphs, chance and loans

- Fundamental topic: Calculations
- Topic 1: Bivariate graphs
- Topic 2: Probability and relative frequencies
- Topic 3: Loans and compound interest

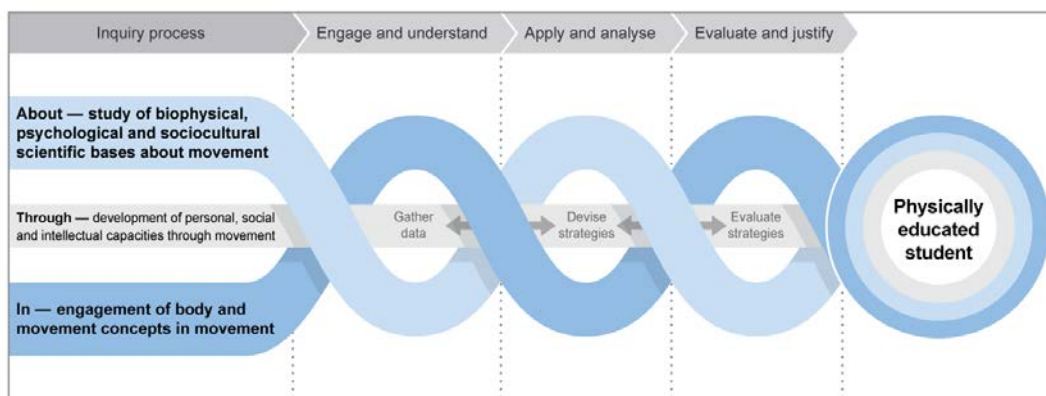
SUBJECTS DESCRIPTOR

Physical Education



SENIOR PHYSICAL EDUCATION

The Physical Education course in Years 11 and 12 allows the students to learn experientially through three stages of an inquiry approach to ascertain and establish relationships between the scientific bases, and the physical activity, contexts. The framework around which Physical Education is developed aims to promote deep learning about, through and in, movement contexts. In developing a physically educated student, there is an opportunity for the students to see 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.





All learning areas build on the P – 10 Australian Curriculum and the course is structured as follows:

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> Topic 1: Motor learning integrated with a selected physical activity Topic 2: Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> Topic 1: Sport psychology integrated with a selected physical activity Topic 2: Equity - barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> Topic 1: Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity Topic 2: Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> Topic 1: Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity
Assessment Formative internal assessment/s	Assessment Formative internal assessment/s	Assessment Summative internal assessment 1: Project - folio (25%) Summative internal assessment 2: Investigation - report (20%)	Assessment Summative internal assessment 3: Project - folio (30%) Summative external assessment 4: Examination - combination response (25%)

At least two categories of physical activity must be selected in Units 1 and 2.

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools should develop at least one assessment per unit, with a maximum of four assessments across Units 1 and 2

SUBJECTS DESCRIPTOR

Science

Fairholme is offering 5 general senior Syllabuses in Science that all include external assessment.

- Agricultural Science
- Biology
- Chemistry
- Physics
- Psychology

At the core of science endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge.

Tertiary study in any field will be aided by the transferable skills developed in any of the 5 general subjects. It is expected that an appreciation of, and respect for, evidence-based conclusions and the processes required to gather, scrutinise and use evidence, will be carried forward into all aspects of life beyond the classroom. The purpose of senior Science subjects is to introduce students to a scientific discipline. Students will be required to learn and apply aspects of the knowledge and skill of a scientific discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. Upon completion of the course, students will have an appreciation for a body of scientific knowledge and the process that is undertaken to acquire this knowledge.

They will be able to distinguish between claims and evidence, opinion and fact, and conjecture and conclusions. Each subject consists of 4 units of study over the 2 year course.

There are 7 syllabus objectives common to all senior science general syllabuses. Students will be asked to:

1. Describe and explain concepts
2. Apply their understanding
3. Analyse evidence,
4. Interpret evidence,
5. Investigate Phenomena
6. Evaluate processes, claims and conclusions
7. Communicate understandings, arguments and conclusions

The subject matter will form the context for these 7 objectives and the assessments will assess these objectives.

All of the subjects will be assessed with 3 internal assessments (Data Test, Student Experiment and Research Investigation) and 1 external assessment.

Only Year 12 assessment contributes to ATAR (but units 1 and 2 will be used to model the assessment types and the associated instrument specific marking guides set out in each syllabus that the girls will experience in Year12).

AGRICULTURAL SCIENCE

Agricultural Science provides opportunities for students to engage with agricultural production systems as they constantly adapt to meet the changing needs of society. As human activities and resource demands increase and diversify, agricultural scientists, managers and producers encounter opportunities and challenges associated with the sustainable management of resources and production of food and fibre.

Agricultural Science aims to develop students':

- interest in Agricultural Science and their appreciation of how interdisciplinary knowledge can be used to understand

contemporary issues in food and fibre production

- understanding and appreciation of agriculture as a complex and innovative system, and how it relates to sustainable production decisions now and into the future
- understanding that agricultural science knowledge is used in a variety of contexts and is influenced by social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
- ability to critically evaluate agricultural science concepts, interpretations, claims and conclusions, with reference to evidence
- ability to communicate understandings and justify findings and conclusions related to agricultural production systems, using appropriate representations, modes and genres.

PATHWAYS

Agricultural Science is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.



COURSE STRUCTURE AND ASSESSMENT

Unit 1	Unit 2	Unit 3	Unit 4
Agricultural systems Topic 1: Agricultural enterprises A Topic 2: Animal production A Topic 3: Plant production A Assessment Formative internal assessment	Resources Topic 1: Management of renewable resources Topic 2: Physical resource management Topic 3: Agricultural management research and innovation Assessment Formative internal assessment	Agricultural production Topic 1: Animal production B Topic 2: Plant production B Topic 3: Agricultural enterprises B Assessment Summative internal assessment 1: Data test (10%) Summative internal assessment 2: Student experiment (20%)	Agricultural management Topic 1: Enterprise management Topic 2: Evaluation of an agricultural enterprise's sustainability Assessment Summative internal assessment 3: Research investigation (20%)
Formative internal assessment 3: Examination		Summative external assessment 4: Examination (50%)	

Subject prerequisite – A study of Junior Science with at least a Sound Achievement, (C), is desirable.



BIOLOGY

Biology provides opportunities for students to engage with living systems. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. Biology aims to develop students’

- sense of wonder, curiosity and respect for all living things and the environment.
- understanding of how biological systems interact and are interrelated
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics

- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

PATHWAYS

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

COURSE STRUCTURE AND ASSESSMENT

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms Topic 1: Cells as the basis of life Topic 2: Multicellular organisms Assessment Formative internal assessment	Maintaining the internal environment Topic 1: Homeostasis Topic 2: Infectious diseases Assessment Formative internal assessment	Biodiversity and the interconnectedness of life Topic 1: Describing biodiversity Topic 2: Ecosystem dynamics Assessment Summative internal assessment 1: Data test (10%) Summative internal assessment 2: Student experiment (20%)	Heredity and the continuity of life Topic 1: DNA, genes and the continuity of life Topic 2: Continuity of life on Earth Assessment Summative internal assessment 3: Research investigation (20%)
Formative internal assessment 3: Examination		Summative external assessment 4: Examination (50%)	

Field excursion (Unit 3, compulsory, 1 day.

Subject Prerequisite - A study of Junior Science with at least a ‘High Achievement’, (B), is desirable

CHEMISTRY

Chemistry is the study of materials and their properties and structure. Chemistry aims to develop students’:

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence



- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

PATHWAYS

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

COURSE STRUCTURE AND ASSESSMENT

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals – structure, properties and reactions Topic 1: Properties and structure of atoms Topic 2: Properties and structure of materials Topic 3: Chemical reactions – reactants, products and energy change Assessment Formative internal assessment	Molecular Interactions and reactions Topic 1: Intermolecular forces and gases Topic 2: Aqueous solutions and acidity Topic 3: Rates of chemical reactions Assessment Formative internal assessment	Equilibrium, acids and redox reactions Topic 1: Chemical equilibrium systems Topic 2: Oxidation and reduction Assessment Summative internal assessment 1: Data test (10%) Summative internal assessment 2: Student experiment (20%)	Structure, synthesis and design Topic 1: Properties and structure of organic materials Topic 2: Chemical synthesis and design Assessment Summative internal assessment 3: Research investigation (20%)
Formative internal assessment 3: Examination		Summative external assessment 4: Examination (50%)	

Subject Prerequisite - A study of Junior Science with at least a ‘High Achievement’, (B), is desirable. It is recommended that students should study Mathematical Methods.



PHYSICS

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action

- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and performance of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims

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

PATHWAYS

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

COURSE STRUCTURE AND ASSESSMENT

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics Topic 1: Heating processes Topic 2: Ionising radiation and nuclear reactions Topic 3: Electrical circuits Assessment Formative internal assessment	Linear motion and waves Topic 1: Linear motion and force Topic 2: Waves Assessment Formative internal assessment	Gravity and electromagnetism Topic 1: Gravity and motion Topic 2: Electromagnetism Assessment Summative internal assessment 1: Data test (10%) Summative internal assessment 2: Student experiment (20%)	Revolution in modern physics Topic 1: Special relativity Topic 2: Quantum theory Topic 3: the Standard Model Assessment Summative internal assessment 3: Research investigation (20%)
Formative internal assessment 3: Examination		Summative external assessment 4: Examination (50%)	

Subject Prerequisite - A study of Junior Science with at least a 'High Achievement', (B), is desirable. It is recommended that students should study Mathematical Methods.



PSYCHOLOGY

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

Psychology aims to develop students’:

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations

- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

PATHWAYS

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

COURSE STRUCTURE AND ASSESSMENT

Unit 1	Unit 2	Unit 3	Unit 4
Individual development Topic 1: Psychological science A Topic 2: The role of the brain Topic 3: Cognitive development Topic 4: Human consciousness and sleep Assessment Formative internal assessment	Individual behaviour Topic 1: Psychological science B Topic 2: Intelligence Topic 3: Diagnosis Topic 4: Psychological disorders and treatments Topic 5: Emotion and motivation Assessment Formative internal assessment	Individual thinking Topic 1: Localisation of function in the brain Topic 2: Visual perception Topic 3: Memory Topic 4: Learning Assessment Summative internal assessment 1: Data test (10%) Summative internal assessment 2: Student experiment (20%)	The influence of others Topic 1: Social psychology Topic 2: Interpersonal processes Topic 3: Attitudes Topic 4: Cross-cultural psychology Assessment Summative internal assessment 3: Research investigation (20%)
Formative internal assessment 3: Examination		Summative external assessment 4: Examination (50%)	

Subject Prerequisite - A study of Junior Science with at least a ‘Sound Achievement’, (C), is desirable.