Charleville State High School

SUBJECT SELECTION GUIDE
YEARS 10 - 12

2015

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</tr>
</tbody>
</table>
## Contents

1.0 Introduction - General Guidelines for Years 10 - 12 3  
   1.1 Types of subjects offered at Charleville State High School 3  

2.0 State Government Learn or Earn Agenda 4  

3.0 Structured Work Placements/School Based Apprenticeships/Traineeships 5  

4.0 Queensland Certificate of Education 6  

5.0 Learning Pathways 13  
   5.1 The Arts 13  
   5.2 Business 14  
   5.3 English 15  
   5.4 Economics 16  
   5.5 Health and Physical Education 17  
   5.6 History 18  
   5.7 Mathematics 19  
   5.8 Science 20  
   5.9 Technology 21  

6.0 Year 11 and 12 Subjects 22  
   6.1 Authority Subjects 22  
      7.1.1 Biology 22  
      7.1.2 Business Communication and Technology (BCT) 23  
      7.1.3 Chemistry 24  
      7.1.4 English 25  
      7.1.5 Economics 26  
      7.1.6 Legal Studies 27  
      7.1.7 Mathematics A 28  
      7.1.8 Mathematics B 29  
      7.1.9 Mathematics C 30  
      7.1.10 Modern History 31  
      7.1.11 Physical Education 32  
      7.1.12 Physics 33  
      7.1.13 Visual Arts 34  
   6.2 Authority Registered Subjects 35  
      7.2.1 Agricultural Practices 35  
      7.2.2 Visual Art Studies 36  
      7.2.3 Engineering Studies 37  
      7.2.4 English Communication 38  
      7.2.5 Hospitality 40  
      7.2.6 Information and Communications Technology 41  
      7.2.7 Prevocational Mathematics 42  
      7.2.8 Recreation Studies 43  
      7.2.9 Science in Practice 44  
      7.2.10 Social and Community Studies 45
1.0 INTRODUCTION - GENERAL GUIDELINES FOR YEARS 10-12

Entering the Senior Phase of Learning is a crucial stage in the educational process. Our school is committed to ensuring that every student is well informed about the significance of and options available for senior students. The QSE 2010 Framework indicates that Year 10 is an integral part of Senior Schooling. Students entering Year 10 will have now have the opportunity to select subjects in line with Year 11 and 12 to better develop specific foundation knowledge and skills before entering Year 11.

A Senior Education and Training Plan (SET Plan) outlines individual students' intended education and training goals. These will be flexible allowing students to make changes as they progress through their senior schooling. SET Plans will be completed in Year 10 and will allow students and parents to review education and career goals and to make changes where necessary. Changes to subjects will need to be made through consultation between the student, parents and Deputy Principal.

This booklet has been compiled in an attempt to answer any questions you have about the subjects available at Charleville State High School for students in Years 10 - 12. The choice of subjects must be made only after careful consideration of your ability, past achievement and future employment and educational goals.

If there is any aspect of a particular subject on which you require further information, appointments may be made with the HOD Senior Schooling on 46568888. In addition, any member of the administration will be happy to discuss any queries with you. Students and parents should not hesitate to approach any of the above people, as it is most important for senior subject choices to be made only after thoughtful deliberation of all the facts involved.

I hope that you find this booklet useful and that the final choice of subjects will result in a worthwhile school experience for the students.

1.1 TYPES OF SUBJECTS OFFERED AT CHARLEVILLE STATE HIGH SCHOOL

1. Authority – for OP
2. Authority Registered – non OP
3. Vocational Education and Training (VET) – run by the school
4. TAFE Units of Competencies – run by TAFE
5. School of Distance Education

These will be explained in more detail later in the book.
2.0 STATE GOVERNMENT EARN OR LEARN AGENDA

2.1 Compulsory Schooling Requirement

It will be compulsory for people to stay at school until they complete Year 10 or turn 16 years of age, whichever comes first.

2.2 Compulsory Participation Phase

There will be a requirement once a young person completes Year 10 or has turned 16 to participate in education and training:

- for two years beyond Year 10 or turning 16; or
- until they have gained a QCE or Senior Statement; or
- until they have gained a Certificate III; or
- until they turn 17.

During this period a young person must enrol in one or more eligible options, as outlined in the legislation, and participate full-time. Flexible arrangements will apply through an earn or learn agenda. Students may choose a combination of work placement/school subjects and/or school based traineeships/apprenticeships. Students will be issued with an Education Queensland Learning Account which will allow students and schools to better track individual learning directions.
3.0 STRUCTURED WORK PLACEMENTS/SCHOOL BASED APPRENTICESHIPS/TRAINEESHIPS

School-based Apprenticeships allow students, generally in Years 10, 11 and 12 to:

- Undertake an Apprenticeship or Traineeship (known as a New Apprenticeship) while still at school
- Attend a combination of school, paid work, theoretical and structured workplace training
- Work a minimum of 48 days per calendar year
- Progress towards gaining a nationally recognized qualification (which is subsidised by the State Government), while working towards completing their Senior Certificate.

In addition, a completed New Apprenticeships qualification may increase a students’ chances of gaining entry into some Tertiary courses.

Important things you need to consider before choosing to undertake a School-based New Apprenticeship are:

- Whether you will be able to manage the workload of school, paid employment and off-the-job training. Unsatisfactory school performance may result in a termination of any Apprenticeship or Traineeship arrangements.
- What you will gain from completing the qualification i.e. increased employment opportunities.
- With over 600 Apprenticeships and Traineeships available, which one will you choose?
- Do you know an employer who could employ you as a School-based New Apprentice?
- What day your employer will need you to attend work and if this fits in with your school Timetable?
- Are willing to undertake extra training or paid employment outside school hours?
- Will you be able to source regular and reliable transportation, to and from the workplace?

School-based New Apprenticeships are available to most students whether OP eligible or not.
When you complete Years 11 and 12, you will be issued with a Queensland Certificate of Education (QCE). The QCE is issued under the authority of the Queensland Studies Authority and will list your levels of achievement in the subjects and/or VET certificates you have studied in Year 11 and 12.

The Queensland Certificate of Education (QCE) is a school-based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12.

It confirms a student’s achievement of:

- a set amount of learning
- at a set standard of achievement
- in a set pattern
- meeting literacy and numeracy requirements.

The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs.

Different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have at least 20 credits to be awarded a QCE.

All learning undertaken and achievements are recorded in a learning account. These achievements then convert to credits. As activities and studies are completed, the credits are banked and the learning account grows, just like a bank account.

The table on the next page outlines the requirements for successful completion of the QCE.
6.0 LEARNING PATHWAYS

To gain a QCE students need
an AMOUNT of LEARNING
20 credits
Sound Achievement, Pass or equivalent
at a SET STANDARD
at least 12 credits from completed Core courses of study
an additional 8 credits from a combination of any courses of study
in a SET PATTERN
meet literacy and numeracy requirements.

Working towards a QCE

About the QCE
The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.
- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 if they leave school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in what, where and when learning occurs.

How the QCE works
To achieve a QCE a student needs 20 credits in a set pattern.
- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (see opposite).

Planning a QCE pathway
QCE planning usually starts in Year 10.
- A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects completed while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.
- Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qce.qld.edu.au

For more information
There are a number of ways a student can gain a QCE.
The QCE Handbook provides information about:
- credit for partial completion of courses of study
- credit transfer for interstate, interstate and overseas transfers
- conceded semesters for subjects exited at a Limited Achievement
- student learning accounts
- relaxation of completed Core requirements
- optional Sound in a subject for meeting literacy and numeracy requirements
- recognised studies.
Visit www.qca.qld.edu.au for a copy of the handbook.

Learning options and credit values

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<tr>
<th>COURSE</th>
<th>CREDIT</th>
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<tr>
<td>CORE courses</td>
<td>At least 12 credits are needed. At least 1 credit undertake while enrolled at a school.</td>
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<tr>
<td>Authority or Authority-registered subjects</td>
<td>Per course (4 semester)</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External examination</td>
<td>Certificate III in</td>
</tr>
<tr>
<td>VET Certificate III, II or I qualifications (including school-based traineeships)</td>
<td>Certificate IV</td>
</tr>
<tr>
<td>Certificate IV</td>
<td>6</td>
</tr>
<tr>
<td>School-based apprenticeship that incorporate on-the-job training</td>
<td>Certificate III competencies</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course</td>
</tr>
<tr>
<td>PREPARATORY courses: generally used as stepping stones to further study</td>
<td>A maximum of 6 credits can contribute.</td>
</tr>
<tr>
<td>VET Certificate III qualifications</td>
<td>(Max. of 2 qualifications can count)</td>
</tr>
<tr>
<td>Employment and development programs approved under the VET Act 2005</td>
<td>(Max. of 1 program can count)</td>
</tr>
<tr>
<td>Re-engagement programs</td>
<td>(Max. of 1 program can count)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>Short course in literacy or short course in numeracy developed by the QCAA</td>
</tr>
<tr>
<td>Short course in literacy or short course in numeracy developed by the QCAA</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>ENRICHMENT courses: add value or complement Core courses of study</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Learning projects — workplace, community, self-directed</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Authority extension subjects, such as English Extension</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Career development: a short course senior syllabus</td>
<td>As accredited by QCAA</td>
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<tr>
<td>School-based subjects</td>
<td>As accredited by QCAA</td>
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<tr>
<td>ADVANCED courses: go beyond senior secondary schooling</td>
<td>A maximum of 8 credits can contribute.</td>
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<tr>
<td>One or two semester university subjects completed while enrolled at a school</td>
<td>One-semester subject</td>
</tr>
<tr>
<td>Two-semester subject</td>
<td>4</td>
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<tr>
<td>Units of Competency contributing to VET diploma or advanced diploma while enrolled at a school</td>
<td>Up to 8 credits (1 credit per competency)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
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Literacy and numeracy requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:
- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C on the Queensland Core Skills (QCS) Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics
- completion of PSK2013 Certificate II in Skills for Work and Vocational Pathways
- completion of a VET course in Core Skills for Employment and Training — Communication, I.e. 39232QLD (Certificate II) or 39237QLD (Certificate II)
- completion of a VET course in Core Skills for Employment and Training — Numeracy, I.e. 39280QLD (Certificate III) or 39281QLD (Certificate III)
5.1 THE ARTS

NOTE:
Year 10 level of achievement and effort/behaviour results from the End of Semester 2 Report card will be used in part to guide selection of Year 11 and 12 subjects.

Where a Year 10 subject forms the basis for further study in Year 11 and 12, those student studying the Year 10 subject will be given first preference in selecting Year 11 and 12 subjects.

For a full and current list of subjects, courses, and recognised studies visit the QCAA website <www.qcaa.qld.edu.au>.
NOTE:
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5.4 ECONOMICS

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For a full and current list of subjects, courses, and recognised studies visit the QCAA website <www.qcaa.qld.edu.au>.

10A should be studied in Year 10 Mathematics, achieving to a B standard, to be able to select Mathematics B and C.
NOTE:
Year 10 level of achievement and effort/behaviour results from the End of Semester 2 Report card will be used in part to guide selection of Year 11 and 12 subjects.

Where a Year 10 subject forms the basis for further study in Year 11 and 12, those student studying the Year 10 subject will be given first preference in selecting Year 11 and 12 subjects.

For a full and current list of subjects, courses, and recognised studies visit the QCAA website <www.qcaa.qld.edu.au>.

Mathematics B should be studied alongside Physics.
NOTE: For a full and current list of subjects, courses, and recognised studies visit the QCAA website <www.qcaa.qld.edu.au>.
6.0 YEAR 11 and 12 SUBJECTS

6.1 Authority Subjects

6.1.1 Biology

6.1.1.1. Description

Biological science is concerned with the study of the phenomenon of life in all its manifestations. It encompasses studies of the origin, development, functioning and evolution of living system and the consequence of intervention in those systems. Biology provides students with an insight into the scientific manner of investigating problems pertaining to the living world and the processes of science which lead to the discovery of new knowledge. It provides students with a deeper understanding and an enhanced aesthetic appreciation of the living world.

6.1.1.2 Topics

Topics studied include:

- Diversity and Evolution
- Population and Communities
- Ecosystems
- Reproduction, Growth and Development
- Cell Biology
- Organism Physiology – Animals and Plants
- Combating Disease
- Genetics
- Independent Investigations

6.1.1.3 The study of Biology

Students participating in this subject will develop an appreciation of the complexities of people and their environment. Students should develop a personal concern for their environment and their own bodies and see the implication of their actions on the natural world. Biology is an essential prerequisite for most scientific based courses at tertiary level and for some careers of a medical and scientific nature, such as; physiotherapy, medical science, research and sports science.

6.1.1.4 Assessment

Assessment will consist of a variety of techniques: Written Tasks, Extended Response and Extended Experimental Investigation. Assessment is rated in three categories: understanding biology, investigating biology and evaluating biological issues. Biology is a fun and interactive science, which encompasses a variety of topics and includes a variety of investigations including dissections and practical experiments, independent investigations on a topic of choice and a field trip to Bindygolly Lakes National Park.

“Nature composes some of her loveliest poems for the microscope and the telescope”

Theodore Roszak, Where the Wasteland Ends, 1972
6.1.2 Business Communication and Technologies (BCT)

6.1.2.1 Description

In the ever-changing world in which businesses and government agencies operate, it is important that students entering the workplace acquire the knowledge, reasoning processes, skills and attitudes necessary for efficient functioning in a variety of business contexts, both local and global.

Business Communications and Technologies is designed to equip students with the ability to communicate effectively and to interact confidently within a business environment and to use a range of business technologies relevant to both the private and public administration sectors.

6.1.2.2 Topics

Topics studied include:

- Business Environment
- Business Communication
- International Business Communication
- Business Meetings
- Managing Workplace Information
- Work team Communication
- Workplace Health and Safety
- Industrial Relations
- Word Processing – Routine & Advanced
- Financial Records – Financial documents, Petty cash, Banking procedures, Bank reconciliation
- Computer Operations – Computer environments, Spreadsheet, Database, Electronic presentations
- Organisational skills

6.1.2.3 The study of Business Communication and Technology

Through studying BCT students will be able to develop everyday skills to help them work within a business setting. Students will also learn computing skills that will help them with word processing, developing budgets and the production of a data base to store large amounts of data.

6.1.2.4 Assessment

Assessment techniques include objective and short response items, extended response, non-written presentations, research, integrated projects and items requiring an application of practical skills e.g. computer application/recording financial transactions.
6.1.3 Chemistry

6.1.3.1 Description

Chemistry is the study of the composition of substances and the changes they undergo. The course will enable students to understand and interpret the chemistry of their surroundings and appreciate the impact of chemical knowledge and technology on society. Students will gain a balanced perspective of the beneficial and detrimental effects of the chemical industry. Students will also see how chemistry penetrates the very fabric of their daily lives influencing how they eat, work, play, communicate and even think.

6.1.3.2 Topics

Topics studied include:

- Materials – bonding and structure
- Oxidation and reduction
- Chemical Periodicity
- Organic Chemistry
- Reacting quantities and chemical analysis
- Energy and rates of chemical reactions
- Chemical Equilibrium
- Water, gases and the atmosphere

6.1.3.3 The study of Chemistry

The course should help students to see the relevance of chemistry to their daily lives. It should give them an appreciation of the workings of the world around them and help them take a more responsible and critical approach to the changes occurring in our technological age.

6.1.3.4 Assessment

Assessment consists of mid and end-semester Exams (each with knowledge, scientific process and complex reasoning process sections); Research assignments; Laboratory exercises; and a number of laboratory skills.

“If you're not part of the solution, you're part of the precipitate”

Henry J. Tillman
6.1.4 English

6.1.4.1 Description
The primary aim of the course is to develop the student's capacity to use language appropriately and effectively. This is achieved by developing an appreciation of language and its use.

Throughout the course the students will study a range of novels, plays, poems, films, articles and other media elements. Students will read, write, view, discuss, and role-play.

6.1.4.2 Topics
The course is divided into 4 semester units based on themes:
- The Other - Students will examine issues of identity, justice, equality and acceptance as well as develop an understanding of how texts position the audience to view people/places/groups in certain ways.
- Revealing the Monster - After examining how language can be used to exclude or vilify individuals and groups, students will consider the true nature of monsters (and heroes) and how these have been constructed through a range of texts as well as the moral choices faced by individuals every day.
- Cultural Perspectives - Students will explore the cultural backgrounds and perspectives that inform the ideologies behind texts.
- The Literary Canon - Students will explore a range of canonical texts and critically evaluate modern texts as works of literature.

6.1.4.3 The study of English
Students gain from English in many ways. They not only improve their communication skills and widen their experience of literature, but also grow in their understanding of themselves, others and their world. Students will also gain an understanding as to diverse cultures in Australia and their values and beliefs.

6.1.4.4 Assessment
Assessment in English is continuous throughout the semester. The two main skills assessed are writing and speaking and all assessment tasks fall into either of these two categories. Within both the writing and speaking elements, students are assessed on their choice of subject matter and its organisation; the way ideas are linked and developed, and written/spoken skills.

Within each year, students can expect to submit for assessment approximately 3 writing tasks and 3 speaking tasks.

Note that students should be achieving no less than a Sound Achievement (C) in Year 10 English, in the Authority preparation strand of the year 10 English to enrol in this subject.

“The English language is nobody's special property. It is the property of the imagination: it is the property of the language itself”
Derek Walcott
6.1.5 Economics

6.1.5.1 Description

Economics is a study of how to use scarce resources in the best way possible. Households, businesses and governments are confronted with the economic problem of alternative uses of their limited resources. This course of study stresses the desirability of understanding the significance of economic events as well as the implications of individual, business and government economic decision making. The emphasis is on the application of economic skills and concepts to the problems and issues facing Australian society. It helps senior students gain key employment skills and competencies and to participate effectively in, and contribute to, economic decision making.

6.1.5.2 Topics

Semester 1
Unit One – Personal Economics
Unit Two – Markets and Models
Unit Three – Labour

Semester 2
Unit Four – Contemporary Macro-Economic Management
Unit Five – Environment

Semester 3
Unit Six – Population
Unit Seven – Contemporary Micro-Economic Issues
Unit Eight – Finance

Semester 4
Unit Nine – International Economics
Unit Ten – Globalisation and Trade

6.1.5.3 The study of Economics

Senior Economics is a two-year course that is based around the study macro and micro economic structures and influence. In addition to the core units, students will study a range of elective topics related to each theme.

6.1.5.4 Assessment

Students are continuously assessed by a variety of techniques so that they have every opportunity to show their best performance. Techniques include supervised written assessment and research assessment. Student performance will be assessed in the four key criteria of: knowledge and understanding, investigation, synthesis and evaluation.

Note that students should be achieving no less than a Sound Achievement (C) in Year 10 English, in the Authority preparation strand of the year 10 English to enrol in this subject.
7.1.6 Legal Studies

6.1.6.1 Description

Legal Studies focuses on enhancing students’ ability to recognise the diverse legal situations and issues that arise in their everyday lives. These situations and issues often have legal implications that affect the rights and obligations of themselves and other community members. Students will gain knowledge to understand legal frameworks that regulate and shape society.

6.1.6.2 Topics

Students examine the nature and functions of the Australian legal system, the processes of lawmaking and its implementation, especially in issues and situations that are likely to have an impact on their daily lives. Legal Studies is organised around six sections of study:

- The legal system — How does the legal system meet society’s needs?
- Crime and society — What is crime? How should society and the criminal justice system respond to it?
- Civil obligations — How does civil law impact on citizens in a society?
- You, the law and society — Choice of several topics including Renting and buying; Family; Jobs; Sport; Environment; Consumers; Technology; Rights and responsibilities; and a school-based elective unit such as international law, Indigenous issues, or performing arts
- Independent study
- Law in a changing society

6.1.6.3 The study of Legal Studies

Legal Studies enables students to formulate personal views of the world and understand how the law affects their world. Through critical analysis, examination and problem solving, they are empowered to make decisions that can benefit themselves and the community.

6.1.6.4 Assessment

Judgments are made about a student’s exit level of achievement, using four criteria:

- Knowledge and understanding (ability to retrieve and comprehend information)
- Investigation (ability to examine legal situations and issues)
- Evaluation (ability to critically review the law’s attempts to achieve just, fair and equitable outcomes to issues)
- Communication and research skills (ability to select, organise and present information for intended audiences).

A variety of assessment techniques may be used, including short and extended responses, non written presentations, inquiry and responses to stimulus materials.

“An individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for the law.” — Martin Luther King, Jr.
6.1.7 Mathematics A

6.1.7.1 Description

The course primarily centres on three strands of Statistics and Probability, Financial Mathematics and Applied Geometry in order to help provide useful mathematical knowledge and skills for senior students to function as intelligent citizens. The emphasis is on the applications of mathematics in real life and the development of formal techniques, as they are needed.

6.1.7.2 Topics

The topics covered in Mathematics A are:
- Managing Money
- Elements of Applied Geometry
- Linking Two & Three Dimensions
- Land Measurement
- Data Collection & Presentation
- Exploring & Understanding Data
- Networks & Queuing

6.1.7.3 The study of Mathematics A

Learning experiences in this subject are closely related to those met in the real world. At the end of this course students should be able to deal with the mathematics involved in problems that are likely to be met in normal day to day living in our Society, e.g., Calculations of mortgage repayment, comparing investments, quoting on jobs, etc.

6.1.7.4 Assessment

Assessment in Mathematics A will be by a process of continuous assessment. The techniques used may include: written tests, assignments, interviews, oral reports, and observations of students work. The criteria used to assess individual students’ performance are Knowledge & Procedures, Modelling & Problem Solving and Communication & Justification.

A standard will be determined for each of these criteria from the assessment tasks given. All standards can be upgraded by students and a final exit level of achievement will be determined by considering the standards reached, with an emphasis on the latest standards achieved.

“Mathematics, rightly viewed, possesses not only truth, but supreme beauty - a beauty cold and austere, like that of sculpture”

Bertrand Russell

*British author, mathematician, & philosopher (1872 - 1970)*
6.1.8 Mathematics B

6.1.8.1 Description

Mathematics B caters for the mathematical needs of students concerned with situations such as exploring, describing or controlling our social and physical environment.

6.1.8.2 Topics

The topics covered in Mathematics B are:

- Introduction to Functions
- Rates of change
- Periodic Functions and Applications
- Exponential and Logarithmic Functions and Applications
- Optimisation using derivatives
- Introduction to Integration
- Applied Statistical Analysis

6.1.8.3 The study of Mathematics B

Students' confidence in their ability to solve problems and utilize mathematical methods should develop as their mathematical experience is broadened and as they become more familiar with the language of mathematics. This command of mathematics will be augmented as a range of mathematical instruments is employed to calculate, illustrate and validate results. Students of Mathematics B with various interests should find themselves equipped with the necessary prerequisite knowledge to undertake further study or to engage in employment. Students will acquire knowledge, develop communication skills and become increasingly aware of their own abilities and through the relating of these assume a mature role in society. The relevance of the mathematics in this course is noted well after the course is completed.

6.1.8.4 Assessment

Assessment in Mathematics B will be by a process of continuous assessment. The techniques used are written tests and extended modelling and problem solving tasks.

The criteria used to assess individual students' performance are Knowledge & Procedures, Modelling & Problem Solving and Communication & Justification

A standard will be determined for each of these criteria from the assessment tasks given. All standards can be upgraded by students and a final exit level of achievement will be determined by considering the standards reached, with an emphasis on the latest standards achieved.

Note that students should be achieving no less than a Sound Achievement (C) in Year 10 Maths A (subject code AMA) to enrol in this subject.

“Do not worry about your difficulties in Mathematics. I can assure you mine are still greater.”

Albert Einstein (1879 - 1955)
6.1.9 Mathematics C

6.1.9.1 Description

Mathematics C is a companion subject to Mathematics B. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B, to build on and combine many of the concepts introduced in Mathematics B, and to provide further opportunities for students to participate more fully in lifelong learning.

It enhances understanding of the world and the quality of participation in a rapidly changing society. It is a truly international system for the communication of ideas and concepts, and has developed over many thousands of years through contributions by scholars of both ancient and present-day cultures around the world.

6.1.9.2 Topics

The six core topics are:

- Introduction to groups
- Real and complex number systems
- Matrices and applications
- Vectors and applications
- Calculus
- Structures and patterns.

The option topics are

- Dynamics
- Advanced periodic and exponential functions

6.1.9.3 The study of Mathematics C

In Mathematics C, students are given the opportunity to develop their full mathematical potential to allow for study of any mathematics subjects and courses at tertiary level.

6.1.9.4

Assessment in Mathematics C will be by a process of continuous assessment. The techniques used are written tests and extended modelling and problem solving tasks.

The criteria used to assess individual students’ performance are Knowledge & Procedures, Modelling & Problem Solving and Communication & Justification

A standard will be determined for each of these criteria from the assessment tasks given. All standards can be upgraded by students and a final exit level of achievement will be determined by considering the standards reached, with an emphasis on the latest standards achieved.

Note that students must be studying Maths B to be able to able to enrol in this subject.

Note that students should be achieving no less than a Sound Achievement (C) in Year 10 Maths A (subject code AMA), to enrol in this subject.
6.1.10 Modern History

6.1.10.1 Description

In history, as in our everyday lives, people ask meaningful questions, collect evidence, sift through it, analyse and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

6.1.10.2 Topics

The course that students study will include:
• a range of scales — local, national, international, global
• a range of time periods, from pre-modern to contemporary
• a range of geographical contexts — Australian, Asia-Pacific, European, African, American
• some study of relations between Indigenous and non-Indigenous Australians
• a number of briefer studies (background, comparative, linking) to ensure that students can place the inquiry topics within a broader understanding of the history of at least the past two centuries.

6.1.10.3 The study of Modern History

Through the study of Modern History, students can understand why our modern world is the way it is. They can understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes. They can understand that there are relationships between our needs and interests and a range of historical topics, people and events. At a personal level, Modern History helps students to identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others.

6.1.10.4 Assessment

Assessment in senior Modern History is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are Planning and using a historical research process, Forming historical knowledge through critical inquiry, and Communicating historical knowledge. Students will be assessed in each of four categories of assessment: test essays in response to historical sources, research assignments in response to inquiry questions, multimodal presentations that may include non-written and visual presentations such as video, PowerPoint or interactive CD-ROM materials, and short response tests and response to stimulus tests.

Note that students should be achieving no less than a Sound Achievement (C) in Year 10 English, in the Authority preparation strand of the year 10 English to enrol in this subject.

“If history repeats itself, and the unexpected always happens, how incapable must Man be of learning from experience.”

George Bernard Shaw (1856 - 1950)
6.1.11 Physical Education

6.1.11.1 Description

Physical Education in the senior school context involves the study of physical activity and engages students as intelligent performers, learning in, about and through physical activity.

6.1.11.2 Topics

The subject involves students in closely integrated written, oral and physical learning experiences based on the study of physical activities such as touch football, golf, volleyball and triathlons.

6.1.11.3 The study of Physical Education

Physical Education makes significant contributions to extra-curricular life. Much of it is immediately relevant. It encourages participation in wider community activities in the correct manner. It seeks to develop self respect and responsibility for future health and fitness.

6.1.11.4 Assessment

The assessment comprises both theoretical and practical components, and within each unit these components are directly related to the physical activity being studied.

The theoretical and practical assessments are evenly weighted. While there is ample opportunity within the course program for students to achieve, they must place equal emphasis on both assessment components in order to be successful in this subject.

50% Practical - Skill Testing, Game Play, Practical Orals
50% Theory - Research Reports, Exams, Exam Essays

“One man practicing sportsmanship is better than a hundred teaching it.”

Knute Rockne (1888 - 1931)
6.1.12 Physics

6.1.12.1 Description

Physics is the mathematical description of the physical world. Through teacher directed lessons, individual and class discussion, research experimentation and problem solving, students attempt to understand the laws which govern time and space.

6.1.12.2 Topics

Topics such as Electronics, Sound, Electricity, Forces and Motion, Nature of Light, Light Spectroscopy, Atomic and Nuclear Physics and Astrophysics are an appetiser to the vast wonders of Science.

6.1.12.3 The study of Physics

Students should exit the course with a mind able to think logically, digest new information, and able to persevere with difficult experimental situations. Students wishing to take the subject would also require Maths B as this subject is heavily mathematically based. A high level of Mathematics would be recommended to undertake and achieve well in this course.

6.1.12.4 Assessment

Assessment task categories will be applied holistically to the body of work to be completed and assessed under the three criteria of knowledge and conceptual understanding, investigative processes and evaluating & concluding.

The assessment task categories are as follows:

Extended Experimental Investigations (EEI). Students will be required to research a task and conduct an investigation over a lengthy period of time.

Extended Response Tasks (ERT). A non-experimental task that enables students to demonstrate an understanding of a chosen issue through making an informed response through a written, oral, performance or production mode of delivery.

Written Tasks (WT). Written responses carried out under supervised conditions that include both quantitative and qualitative tasks.

Note that students must be studying Maths B to be able to successfully study physics.

Note that students should be achieving no less than a Sound Achievement (C) in Year 10 Maths A (subject code AMA), to enrol in this subject.
6.1.14 Visual Art

6.1.14.1 Description

Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and ‘read’ is fundamental to becoming a critical consumer and/or producer of art works.

6.1.14.2 Topics

Using the inquiry processes of researching, developing, resolving and reflecting, students explore and express concepts and chosen focus through a range of contexts and media areas. Each media area has its own knowledge, materials, techniques, technologies and processes. Students are encouraged to work across the following media areas, Design, Time-based media, 3-D objects and 2-D images.

Students also study a diverse range of artists, artworks, visual language and expression from a variety of social, cultural and historical contexts. Over a two-year course of study, students form their own personal aesthetic (style and expression) through individual responses when they make and appraise artworks.

6.1.14.3 The study of Visual Art

Art has value as a subject as it helps us to experience and understand our own unique view of the world. Art can provide a very powerful means of conveying and communicating ideas and feelings about our experiences in life and the things that we dream or imagine. Art can also provide a balance in the curriculum from other subjects emphasising knowledge content. You many not choose a career as an artist, but guaranteed your art experience will impact on your life and help shape your view of the world.

This subject requires consistent out of class practice and commitment to master practical skills and formulate creative and individualised ideas. The course does cater for students wanting to achieve a sound level of results; however those aiming to achieve a high level of success will be required to invest a substantial amount of time and effort into the course. A student should not expect to complete course requirements during class time and the purchase of some materials may also be necessary.

6.1.14.4 Assessment

Students follow a programme that allows them to experience art-making experiences in 2D forms such as painting and printmaking and 3D forms such as ceramics and sculpture as well as design studies. Drawing is a necessary component of all forms of art and will therefore underpin the entire course.

Assessment takes the form of practical 'Making' folios of work and related theory 'Appraising' tasks that are theme based. All assessment is accompanied by a “Visual Journal” of lead-up work, which is an integral component of the course.

“Painting is just another way of keeping a diary.” Pablo Picasso (1881 - 1973)
6.2 Authority registered subjects

6.2.1 Agricultural Practices

7.2.1.1 Description
Agricultural Practices provides you with opportunities to explore, experience and learn knowledge and practical skills that are valued in agricultural workplaces. Through these experiences, you’ll build your understanding of what employers and colleagues expect in agricultural workplaces and develop your understanding of career pathways, jobs and other opportunities available for participating in and contributing to agriculture.

7.2.1.2 Topics
Agricultural Practices includes two areas: ‘Animal studies’ and ‘Plant studies’. Your school will decide whether you will study one or both of these areas. Learning in the selected area/s will focus on building knowledge and skills needed when working in animal and/or plant industries.

In both ‘Animal studies’ and ‘Plant studies’, you will learn knowledge and skills fundamental to working in animal industries and plant industries, such as the locations of particular industries and environmental considerations for them, requirements for nutrition, and employment opportunities. You will have opportunities to learn about at least one of these elective topics in ‘Animal studies’ and/or ‘Plant studies’:

- Infrastructure — water, animal health and welfare, plant production and processing
- Production — animal husbandry, growing and propagating plants, aquaculture
- Agribusiness — animal and/or plant products, market requirements for animal and/or plant products.

You will also learn ‘Safety and management practices’ to build your knowledge and skills for working safely, effectively and efficiently in agricultural situations:

- rules, regulations and recommendations — workplace health and safety requirements, and other rules, recommendations and regulations controlling agricultural activities
- equipment maintenance and operation — checking, cleaning storing and using equipment
- management practices — sustainable practices; following instructions; completing tasks on time; and working appropriately, effectively and efficiently with others.

You may also have opportunities to learn to operate and maintain farm machinery, such as tractors and brush cutters.

7.2.1.3 Assessment
Assessment in Agricultural Practices gives you opportunities to demonstrate the knowledge and skills you have learnt. You will give practical demonstrations of agricultural procedures, explain and analyse agricultural information, apply your learning in agricultural contexts to plan activities, make decisions and recommendations and evaluate their safety and effectiveness.

In Agricultural Practices, assessment instruments include:

- projects, e.g. revegetation of a natural area; show, sale and/or preparation of livestock
- collections of work, e.g. sustainable water use; farm machinery
- investigations, e.g. investigation of a pest; investigation of seasonality of a particular crop
- extended response to stimulus, e.g. responding to field data and surveys; case studies
- examinations, e.g. explaining, interpreting graphs, data or diagrams; making calculations.

In Year 12, you will be expected to complete four to six assessment instruments, with no more than two instruments from any one type of assessment.
6.2.2 Visual Art Studies

6.2.2.1 Description

Arts making involves the integration of objective knowledge of the world with subjective experience and perception. It involves taking a raw mental image, idea or feeling and giving it a form (an arts work) that makes it aesthetically satisfying to the artist. To do this, students learn about aesthetic codes and symbol systems and use their senses as a means of understanding and responding to their own and others’ arts works. In this way students’ imaginative, emotional, aesthetic, analytical and reflective experiences are heightened, fostering creativity and developing problem-solving skills.

6.2.2.2 Topics

Students will be given the opportunity to make arts works as community-based projects within or across arts areas. It focuses on access to, and participation in, arts reflecting the lives and interests of the communities concerned. Students could collaborate with members of their local community including artists-in-residence, and with institutions such as museums and galleries to make and display the arts works.

6.2.2.3 The study of Visual Art Studies

Students will be able to:

- create and make arts works for particular purposes
- value themselves as artists through emerging self-worth and self-confidence
- develop knowledge about particular arts, aesthetic codes and symbolic languages in a range of contexts
- understand the contribution practitioners make in communicating social and cultural practices and personal experience
- develop knowledge about, and be able to apply relevant workplace health and safety practices
- build practical skills and techniques that may lead to further engagement in the arts — industry, education, or leisure
- reflect on their arts making and how purposes are communicated
- appreciate the importance of a positive approach to working with others in an ethical manner
- acquire suitable strategies that will help them function effectively in the workplace.

6.2.2.4 Assessment

Assessment will be practical in nature and be mostly oral and/or be in the form of a produce presentation or demonstration of a process. Students should be encouraged to explain what they are doing and to talk about the choices they are making in creating arts works. This can be done informally or formally throughout the two-year course, with notes of the student’s discussions kept by the teacher. These can be used to make judgments about student achievement of the general objective.
6.2.3 Engineering Studies (Manufacturing)

6.2.3.1 Description
This subject covers basic skills in the engineering industry.

6.2.3.2 Topics
- Introduction to the engineering industry
- Safety in the engineering workplace
- Drawing interpretation and setting out
- Selection and application of hand and power tools
- Selection and application of static machinery
- Selection and application of welding/cutting processes
- Materials selection and application
- Surface preparation and finishing

6.2.3.3 The study of Engineering
This subject provides a general overview of vocations in the engineering industry and the skills related to those vocations.

6.2.3.4 Assessment
It is recommended that assessment in this subject be undertaken through a series of projects. These projects could be a single unit or integrated across several units.

Note that students studying ITD in Year 10 will be given first preference in selecting this subject.
6.2.4 English Communication

6.2.4.1 Description

This subject endeavours to provide students with opportunities to increase their repertoire of communication skills for the workplace. The focus is on knowledge, the development of an ability to reflect on and critique this knowledge and the application of this knowledge when communicating with others in the workplace.

Due to the growing demands of employers on their workers to be computer literate and a valuable member of a team, many activities for both summative and formative assessment are conducted in co-operative team environments.

6.2.4.2 Topics

- Workplace Communication
- Writing Skills for Work
- Job Seeking Skills
- Work Team Communication
- Presenting Information
- Dealing With Customers and Clients

6.2.4.3 The study of English Communication

English Communication supports students in developing the capacity to learn from spoken, written and visual text as well as other sources. This learning and interaction occurs through the simulation of various contexts similar to those experienced in the adult workplace. For example, each English Communication student is given the invaluable opportunity to apply for a job and sit an interview in the simulated ‘real’ environment of - the best applicant gets the job. The spoken, listening, written and visual tools of English are brought to the fore through this process and the many other contexts that students of English Communication engage in.

6.2.4.4 Assessment

Students are given assessment tasks either in a group situation or as an individual. These summative tasks are apportioned a rating in accordance with the quality of the student’s work.
6.2.5 Hospitality

6.2.5.1 Description
This study area specification is designed to provide an understanding of the hospitality industry. Students have the opportunity to understand issues associated with hospitality workplace culture and practices, and develop the skills, processes and attitudes crucial for making valid decisions. The specification enables students to investigate hospitality as a possible future career and to develop an awareness of ethical and responsible attitudes in the work environment. Skills implicit in hospitality include working in teams, demonstrating effective communication, and organisational and interpersonal skills.

6.2.5.2 Topics
- The hospitality industry
- Communication for the hospitality industry
- Cultural awareness for the hospitality industry
- Workplace health, hygiene and safety issues in the hospitality industry
- Hospitality event management.

6.2.5.3 The study of Hospitality
The study of Hospitality will include work placements (e.g. catering for school functions), outside of normal school hours. Students are expected to participate fully in practical exercises including those outside of school time as part of their study.

This subject provides a general overview of vocations in the hospitality industry and the skills related to those vocations.

6.2.5.4 Assessment
Assessment in Hospitality will vary according to the approach selected. Assessment techniques may include: practical tasks, oral and seminar presentations that may be supported by visual aids, reports, response to stimulus and written tests.
6.2.6 Information and Communications Technology

6.2.6.1 Description

This subject is concerned with using information and communications technologies (ICTs) to provide practical solutions to real-life or simulated real-life problems. Its student-centred approach promotes confident, competent and self-motivated users and consumers of ICTs. This is important if students are to be successful in the next phase of their life, whether it is to pursue a career with ICTs, undertake further study, or gain employment. Students should also be able to keep pace with new technologies and be responsible users of ICTs, aware of the social, environmental and legal impacts of their actions.

6.2.6.2 Topics

The course of study consists of the mandatory study core areas - Use ICTs competently, Manage time and resources effectively and efficiently, Communicate and work with others, Engage in self-directed learning, Make informed decisions, Employ safe and healthy procedures in the use of ICTs, Use ICTs ethically, Strive for excellence and aim for quality; and a minimum of four, maximum of eight, elective units - Multimedia authoring, Game development, Animation, 3-D modelling, Robotics, Digital still imaging, Digital video, On-line communication, Network fundamentals, Digital audio, Document production, Website development, Managing data, School-developed elective.

6.2.6.3 The study of ICT

The subject provides the flexibility needed to accommodate new and emerging technologies, and the wide range of interests and abilities of the students who study it. By using a task-oriented approach instead of a tool-oriented approach, emphasis is placed on using ICTs to solve problems or complete tasks. Students learn best by constructing their own learning — by undertaking meaningful and, if possible, authentic tasks, and then reflecting on what they have achieved. They should be challenged to produce effective solutions to problems and, in so doing, not only develop their abilities but also experience the fun and enjoyment of using ICTs.

6.2.6.4 Assessment

Student performance is to be judged on two criteria — Product and Process. It is recommended that assessment in this subject be undertaken through a series of projects. These projects could be single unit or integrated across several units. A folio of work should be compiled for each student. Techniques could include:

- Multimedia or single media presentations
- Product design, development and construction projects
- Case study reports
- Research projects
- Simulations
- Integrated or thematic tasks, or any combination of the above.
6.2.7 Prevocational Mathematics

6.2.7.1 Description

This subject is designed to help students improve their numeracy skills. It does so by building their confidence and success in making meaning of mathematics and using mathematics efficiently and critically.

6.2.7.2 Topics

Mathematics for interpreting society: number (includes: whole numbers, common fractions, decimal fractions, common percentages, ratios, rates and proportions)

Mathematics for interpreting society: data (includes: collect, access and organize data using different methods, identify features of ungrouped data, display/present/represent data in the form of tables and graphs, interpret trends in data)

Mathematics for personal organization: location and time (includes: use the conventions of distance, location, time to read and use maps, interpret clocks and timetables)

Mathematics for practical purposes: measurement (includes: convert between units using the metric system and accurately measure using a range of equipment, calculate attributes of 2D shapes and regular solids using given rule, represent or interpret the relationship between everyday 2D shapes and regular solids)

Mathematics for personal organization: finance (includes: knows how to find information about financial matters, can make informed choices about financial matters for the purpose of personal organization, knows that consumers have rights and responsibilities, given rules, can perform simple calculations involving obtaining an income, spending, investing and borrowing money)

6.2.7.3 Study of PVM

This subject has four main strands: meaning making strategies, problem solving strategies, mathematical knowledge and mathematical representation. It has been written to build on the level 3 outcomes of the Years 1-10 KLA (Mathematics) syllabus. It is intended to provide a strong vocational emphasis for learners who want to pursue a range of vocational, employment and personal goals (such as buying a car, managing a budget becoming an informed citizen).

The three criteria of KNOWING, APPLYING and EXPLAINING develop students’ mathematical skills and the skills of communicating how task requirements were fulfilled and the reasons for decisions.

6.2.7.4 Assessment

Assessment will consist of a mixture of written and non-written tasks. Any tests will be “open-book”.

Projects and investigations will be related to real-life situations and students will have a choice of style of presentation including, but not limited to, oral, PowerPoint or other media, “traditional” written, demonstrations, role plays.
6.2.8 Recreation Studies

6.2.8.1 Description

Commercialisation of leisure has developed significantly as the personal, health and social benefits of organised recreational activities have become more apparent. Recreation provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills.

Whether these skills are oriented towards work, or personal fitness and recreation, students will be involved in learning experiences that allow them to develop their interpersonal abilities, enabling them to understand and use their capacities for learning and functioning in varied situations. These activities should encourage them to appreciate and value their involvement in recreation activities, and to continue their active participation in personal and community activities in their adult life.

6.2.8.2 Topics

The general objectives of Recreation are divided into the broad categories of acquiring, applying, evaluating and appreciating.

The general objectives of acquiring, applying and evaluating refer to the process of learning in, about and through active participation in recreation activities, while the general objective of appreciating permeates each of the other three objectives. By the completion of the program of study, all objectives must be covered.

6.2.8.3 The study of Recreation

Through its focus on the study of recreation activities, this section of the Recreation Study Area Specification aims to allow students to acquire knowledge, skills, abilities, attitudes and values in, about and through recreation activities, and thereby enhance their prospects of employment.

6.2.8.4 Assessment

A number of assessment techniques will be completed over a period of time and cover a range of aspects of the study-area core.

An integrated task may consist of one or more of the following - coaching demonstrations, folio presentation, development of club work, coaching of teams and individuals, workplace-related situations, expedition planning, camping preparation, planning, preparation and organisation of sports carnivals or fitness programs, interviews, seminars, response to stimulus material.

Teachers will also observe students participation in a defined activity within a recreation activity.
6.2.9 Science in Practice

6.2.9.1 Description

Science and technology play significant and increasing roles in modern society. To have an informed voice in charting the future of society, and to effectively participate in society and everyday life, students need to be scientifically literate. Science in Practice contributes to the development of scientifically literate individuals, who can:

- discuss science issues
- identify science questions and investigate and draw scientific, evidence-based conclusions
- challenge claims made by others about scientific matters
- make informed decisions about the environment and their own health and wellbeing.

The scientific skills developed in Science in Practice are relevant to employment in many fields and may form the basis of further training and education, e.g. animal welfare, biotechnology, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research and the resources sector.

6.2.9.2 Topics

In each year of the course students will explore through particular scientific contexts at least three of the following areas:

- science for the workplace
- resources, energy and sustainability
- health and lifestyles
- environments
- discovery and change.

Students will learn about and enact:

- Scientific literacy and working scientifically
- Workplace health and safety
- Communication and self-management skills.

Students will also participate in at least 10 hours of practical field work.

6.2.9.3 Study of Science in Practice

Through the processes of practical and investigative approaches, students will:

- think critically about the scientific basis of significant contemporary issues
- apply their knowledge in a broad range of relevant practical situations
- foresee consequences for their own and society’s activities on the living and physical world
- participate as informed and responsible citizens in decision-making processes
- use community and industry resources
- collaborate and work effectively in teams.

6.2.9.4 Assessment

The standards for Science in Practice are described in the dimensions: Knowing, Investigating and Connecting. These standards identify the valued features of the subject about which evidence of student learning is collected and assessed. The standards describe the characteristics of student work.

Assessment in Science in Practice has a strong practical component where students are involved in the “doing” of science. Students may produce science products, perform science activities, and participate in science investigations and experiments. Students will have the opportunity to use technology in both learning and assessment contexts.
6.2.10 Social and Community Studies

6.2.10.1 Description

People interact in a variety of social, cultural, economic and environmental contexts, and so it is important for students to understand how their identities are shaped by life opportunities and influenced by factors such as culture, gender, race, class, belief systems and economic status. The Social and Community Studies study area specification (SAS) deals with skills needed to function efficiently and positively in current and future life roles.

6.2.10.2 Topics

The four life roles described in the SAS are personal management, management of relationships, resources management, and community involvement/management (local, state, national, global). These life roles are interrelated and interdependent.

6.2.10.3 Study of Social and Community Studies

The four life roles and their associated skills provide a framework for a course of study in Social and Community Studies. Students investigate the life roles through a wide variety of elective units dealing with topics such as consumerism, legal issues, work experience, workplace relations, the arts and the community, food and nutrition, health, recreation and leisure, and science and technology. In collaborative learning environments, students investigate the dynamics of society and the benefits of working with others in the community, allowing them to establish positive relationships and networks and be active and informed citizens.

6.2.10.4 Assessment

It is desirable that assessment in Social and Community Studies is practical in nature and favour oral/performance types of presentations in which students are given opportunities to demonstrate achievement in the objectives of the program of study. A reasonable, but not onerous, number of tasks should be provided for students to demonstrate their ability in the assessment criteria.