

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Imperialism, 1848–1914 	Movements in the modern world <ul style="list-style-type: none"> • Women's movement since 1893 • African-American civil rights movement, 1954–1968 	National experiences in the modern world <ul style="list-style-type: none"> • Germany, 1914–1945 • Soviet Union, 1920s–1945 	International experiences in the modern world <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Cold War, 1945–1991

Assessment:

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




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

Summative assessments:

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — essay in response to historical sources 		<ul style="list-style-type: none"> • Investigation — historical essay based on research 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Independent source investigation 		<ul style="list-style-type: none"> • Examination — short responses to historical sources 	

Costs

It is expected that students studying this subject participate in BYOD. Please see page 155 for further information and device specifications.

School Code	MUS		
Year Level	11 & 12	QCE Credits	4
Subject Type	General Subject	VET Contribution	N/A
Recommended Academic Performance	English—C Standard Successful completion of Year 10 Music is highly recommended Performance experience with an instrument or singing		
21st Century Skills	 Creative thinking	 Communication	 Collaboration and teamwork

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

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

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

Pathways:

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

Objectives:

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

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