Aquatic Practices 2019 v1.0

Applied Senior Syllabus

MERIDAN STATE COLLEGE - AQP

For all Queensland schools

170228

1 Course overview

1.1 Introduction

1.1.1 Rationale

The subject Aquatic Practices investigates how Australians interact with their coastal waters, freshwater rivers, lakes and wetlands. Australia's seas and inland waterways have always played a critical role in supporting human habitation and culture, from pre-colonisation to the present day. Through a study of Aquatic Practices, students will gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

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

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

The skills valued in aquatic workplaces are also described in 'Safety and management practices'. These practices include skills needed to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time. These skills are valued in all settings where people work together, and therefore position students for successful transition to work, training and other collaborative environments.
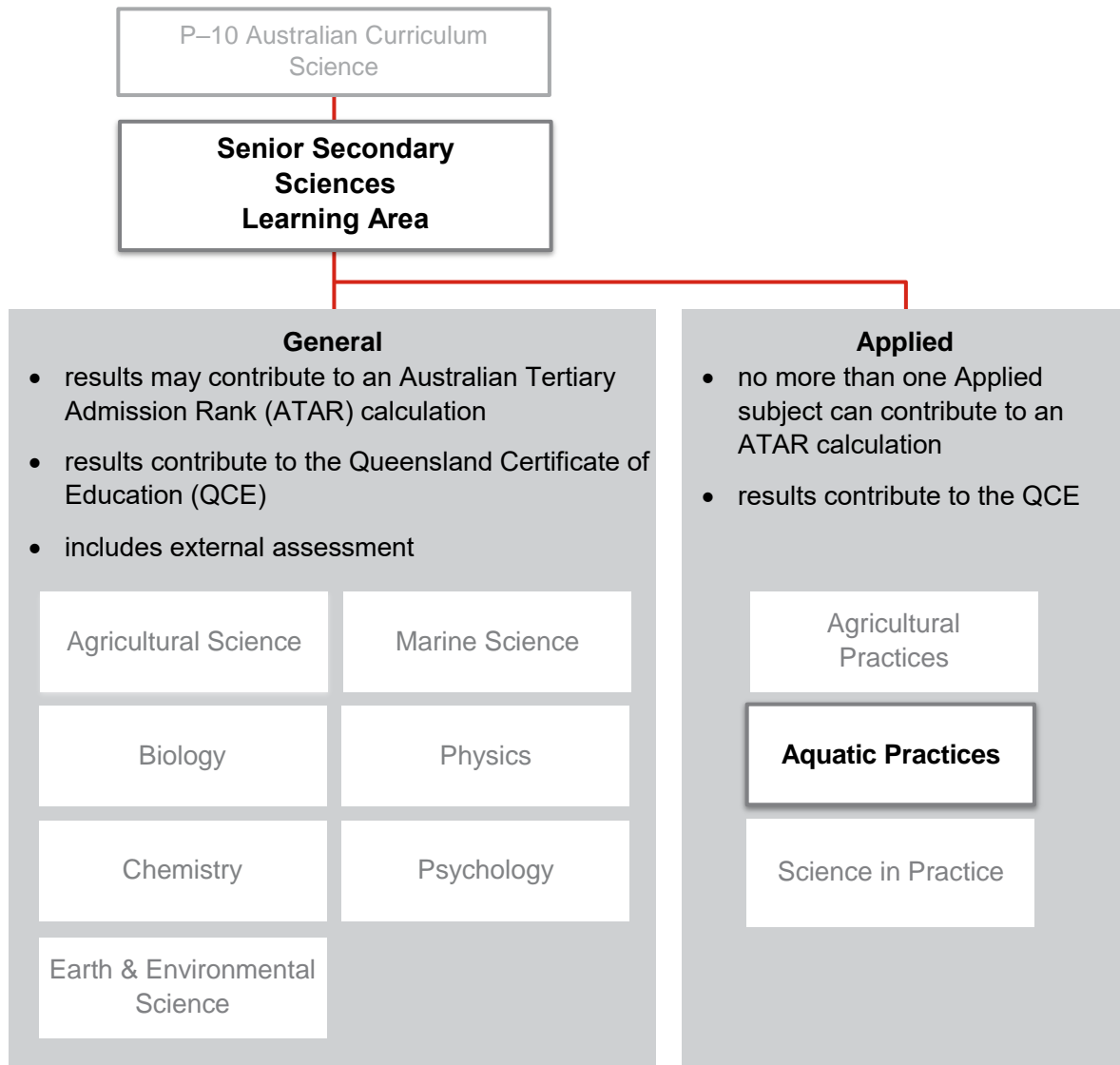
Teaching and learning in Aquatic Practices focuses on aquatic concepts and ideas, and practical application of knowledge, understanding and skills in real-world or lifelike aquatic contexts. Through this approach, students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning in this subject links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

Pathways

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

1.1.2 Learning area structure

Figure 1: Summary of subjects offered in the Science learning area

P–10 Australian Curriculum Science

Senior Secondary Sciences Learning Area

General
- results may contribute to an Australian Tertiary Admission Rank (ATAR) calculation
- results contribute to the Queensland Certificate of Education (QCE)
- includes external assessment

Agricultural Science	Marine Science
Biology	Physics
Chemistry	Psychology
Earth & Environmental Science	

Applied
- no more than one Applied subject can contribute to an ATAR calculation
- results contribute to the QCE

Agricultural Practices
Aquatic Practices
Science in Practice

3 Assessment

3.1 Assessment — general information

Assessment is an integral part of the teaching and learning process. It is the purposeful, systematic and ongoing collection of information about student learning outlined in the syllabus.

The major purposes of assessment are to:

- promote, assist and improve learning

- inform programs of teaching and learning

- advise students about their own progress to help them achieve as well as they are able

- give information to parents, carers and teachers about the progress and achievements of individual students to help them achieve as well as they are able

- provide comparable exit results in each Applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations

- provide information about how well groups of students are achieving for school authorities and the State Minister responsible for Education.

Student responses to assessment opportunities provide a collection of evidence on which judgments about the quality of student learning are made. The quality of student responses is judged against the standards described in the syllabus.

In Applied syllabuses, assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

3.1.1 Planning an assessment program

When planning an assessment program over a developmental four-unit course, schools should:

- administer assessment instruments at suitable intervals throughout the course

- provide students with opportunities in Units 1 and 2 to become familiar with the assessment techniques that will be used in Units 3 and 4

- assess all of the dimensions in each unit

- assess each objective at least twice by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4)

- assess only what the students have had the opportunity to learn, as prescribed in the syllabus and outlined in the study plan.

For a student who studies four units, only assessment evidence from Units 3 and 4 contributes towards decisions at exit.

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

3.1.2 Authentication of student work

Schools and teachers must have strategies in place for ensuring that work submitted for summative assessment is the student's own.

Judgments about student achievement are based on evidence of the demonstration of student knowledge, understanding and skills. Schools ensure responses are validly each student's own work.

Guidance about authentication strategies which includes guidance for drafting, scaffolding and teacher feedback can be found in the QCE and QCIA policy and procedures handbook.

3.2 Assessment techniques

The diagram below identifies the assessment techniques relevant to this syllabus. The subsequent sections describe each assessment technique in detail.

Figure 4: Aquatic Practices assessment techniques
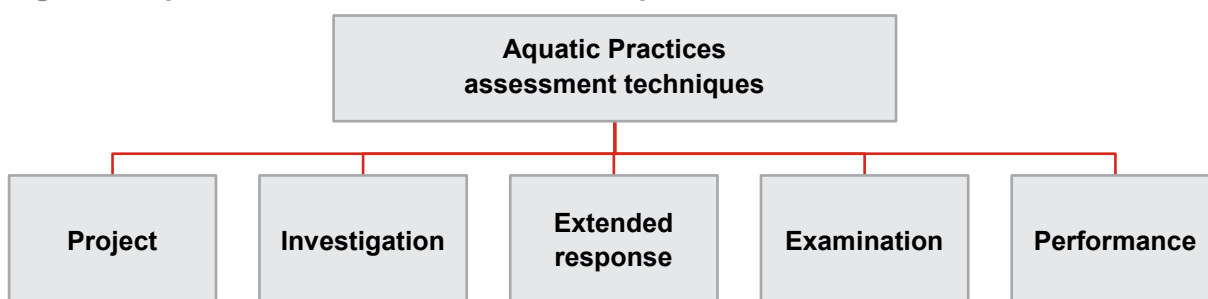
Schools design assessment instruments from the assessment techniques relevant to this syllabus. The assessment instruments students respond to in Units 1 and 2 should support those techniques included in Units 3 and 4.

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed (see Standards matrix).

The matrix is used as a tool for making judgments about the quality of students' responses to the instrument and is developed using the syllabus standards descriptors. Assessment is designed to allow students to demonstrate the range of standards (see Determining an exit result). Teachers give students an instrument-specific standards matrix for each assessment instrument.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

Evidence

Evidence includes the student's responses to assessment instruments and the teacher's annotated instrument-specific standards matrixes. Evidence may be direct (e.g. student responses to assessment instruments) or indirect (e.g. supporting documentation). Within a student folio, indirect evidence should be balanced with direct evidence.

Further guidance can be found in the QCE and QCIA policy and procedures handbook.