



# AQUATIC PRACTICES

## Applied Senior Subject

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. They develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic and related fields and activities.

### 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.

### Objectives

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

- describe concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts.

### Structure

The Aquatic Practices course is designed around the four areas of study with the core topics for 'Safety and management practices' embedded in each of the four areas of study.

Year 11		Year 12	
Unit 1	Unit 2	Unit 3	Unit 4
<b>Aquatic Ecosystems</b> <ul style="list-style-type: none"><li>• Module 1: Reef Life</li><li>• Module 2: Catchments to Oceans</li></ul>	<b>Aquatic Resources</b> <ul style="list-style-type: none"><li>• Module 3: Food from the sea</li><li>• Module 4: Future of fisheries</li></ul>	<b>On the Ocean</b> <ul style="list-style-type: none"><li>• Module 5: Survival at sea</li><li>• Module 6: Recreational Powerboating</li></ul>	<b>Aquatic Pests, Threats &amp; Aquatic Ecosystem Management</b> <ul style="list-style-type: none"><li>• Module 7: Aquatic Pests &amp; Threats</li><li>• Module 8: Management of Aquatic Ecosystem</li></ul>

## Assessment

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

Project	Investigation	Extended response	Examination	Performance
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.	A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.
At least two different components from the following: <ul style="list-style-type: none"> <li>written: 500–900 words</li> <li>spoken: 2½–3½ minutes</li> <li>multimodal: 3–6 minutes</li> <li>performance: continuous class time</li> <li>product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>60–90 minutes</li> <li>50–250 words per item</li> </ul>	<ul style="list-style-type: none"> <li>performance: continuous class time to develop and practice the performance.</li> </ul>

## Formative assessments

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): <ul style="list-style-type: none"> <li>Project (performance; written and multimodal)</li> </ul>	25%	Formative internal assessment 3 (FIA3): <ul style="list-style-type: none"> <li>Project (multimodal, written and performance)</li> </ul>	25%
Formative internal assessment 2 (FIA2): <ul style="list-style-type: none"> <li>Investigation (written response)</li> </ul>	25%	Formative internal assessment 4 (FIA4): <ul style="list-style-type: none"> <li>Examination (Short response)</li> </ul>	25%

## Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>Project (performance, written and multimodal)</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Investigation (multimodal presentation)</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Project (performance, written)</li> </ul>	25%	Summative external assessment (IA4): <ul style="list-style-type: none"> <li>Examination (short response)</li> </ul>	25%