Year 11, 2024
Subject Selection Handbook

Start creating your future now

PRINCE of PEACE
LUTHERAN COLLEGE

MESSAGE FROM MS SARAH HOFF-ZWECK
Head of Middle and Senior Campus

The transition from Year 10 to 11 is hopeful, as our young people are able to choose subjects that align with their career aspirations. In addition to being able to choose the majority of their subjects, they also have the opportunity to either purse an ATAR score for university entry or create a vocational pathway. To help our young people make the most informed decisions possible, I invite you to read this handbook with the following in mind:

How do you choose your subjects?

You will need to choose four electives. When considering an elective subject, consider:

- Does it meet my future study ambitions at University or TAFE?
- Am I good at this subject?
- Do I really enjoy this subject?

Choosing your core subjects

In addition to your elective subjects, you will be required to study:

- One English subject – General English, English Literature or Essential English;
- One Mathematics subject - General Mathematics, Essential Mathematics or Mathematical Methods; AND
- Religion and Ethics (Applied) or Christian Studies.

I wish you every blessing in the decision making that lies ahead and encourage you to speak to your teachers, your parents, our Careers Coordinator or our Director of Teaching and Learning if you have any questions.

Sarah Hoff-Zweck

CONTENTS

SECTION A

1.0 UNDERSTANDING SENIOR SCHOOLING

1.1 YOUR SENIOR EDUCATION PROFILE

Upon completion of Year 12, all Queensland students are issued a Senior Education Profile (SEP). This profile may include:

Senior Education Profile

Statement of Results

Queensland Certificate of Education

Queensland Certificate of Individual Achievement

Students are issued with a statement of results after graduation. A full record of study is issued in the first December or July after the student meets the requirements for a Queensland Certificate of Education (QCE).

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling.

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

1.2 TYPES OF SENIOR SUBJECTS

The Queensland Curriculum and Assessment Authority (QCAA) has developed four types of subject syllabuses :

General syllabuses

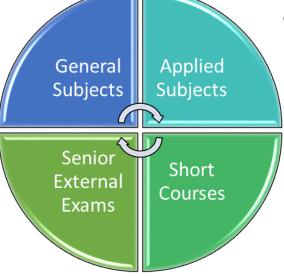General subjects are suited to students who are interested in undertaking tertiary studies or perusing vocational education, training and/or work.

Applied syllabuses

Applied subjects are suited to students interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

1.3 PATHWAYS

ATAR

Students require an Australian Tertiary Admission Rank (ATAR) score to apply for a tertiary place. The ATAR calculation is based on a student's:

- best five General Subject results or

- best results from four General Subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) calculates ATAR scores.

VET

Students can access Vocational and Education and Training (VET) programs through the school if it:

- is a registered training organisation (RTO)

- has a third-party arrangement with an external provider who is an RTO

- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Work

Studying subjects of interest can assist students in gathering the skills and knowledge to find employment upon graduation.

1.4 SPECIAL CONSIDERATIONS

Under the new senior assessment system, Special Provisions are now called Access Arrangements and Reasonable Adjustments (AARA).

The QCAA recognises that students with a disability and/or medical conditions, or those who have experience other circumstances, may experience barriers to their performance in assessment, and therefore may need special consideration.

Students may be eligible for AARA due to a disability, illness, misadventure (i.e. unforeseen circumstances) or other situations which prevent them from demonstrating their learning, knowledge and skill in internal and/or external summative assessment.

Who is eligible?

Students are eligible for AARA if the student

- has a disability,
- impairment and/or medical conditions, or
- experience other circumstances creating a barrier to the completion or performance in assessment such as a natural disaster, accident or significant cultural obligation.
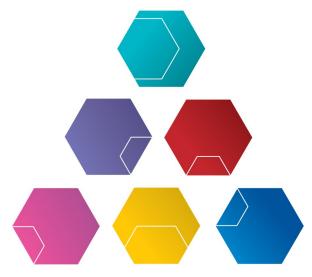
Who isn't eligible?

Students will not be eligible for AARA on the following grounds:

- Unfamiliarity with the English language
- Teacher absence or other teacher-related difficulties
- Matters that the student could have avoided (e.g. misreading an exam timetable, misreading instructions in the exam)
- Matters of the students or parents own choosing (e.g. family holidays)

To apply for AARA, students are required to submit relevant QCAA Confidential Medical Report and Confidential Student Statement to the Director of Teaching and Learning, Wendy Bowen, or our Learning Enrichment Coordinator, Beatrice John, by the end of Term Two of Year 11.

The aforementioned documents are used by the school to determine the appropriate adjustments and arrangements for all internal and external assessment. To get a copy of the QCAA Confidential Medical Report and Student Statement for an AARA application please contact us.

SECTION B

2.0 CREATING YOUR PATH

2.1 PATHWAY OPTIONS

Providing a flexible curriculum that enables our senior students to study a wide range of subjects is just one way we support our senior students in fulfilling their career aspirations. The flexible curriculum also allows our senior students to create their own pathway towards tertiary study, vocational options or employment by letting them choose how many subjects they wish to study in Years 11 and 12 and the type of subject. students can study:

- General Subjects that contribute to an Australian Tertiary Admission Rank (ATAR) and the student's Queensland Certificate of Education (QCE) for those wishing to pursue a tertiary education , or

- a range of Applied Subjects (which contribute to their QCE but not ATAR) and/ or Vocational Education and Training (VET) courses offered by schools and external providers for those wishing to pursue a vocational pathway.

Curriculum structure options

ATAR (for Tertiary studies) Pathway

Pathway One

- 1 x English
- 1 x Mathematics
- 3 x Electives
- Religion & Ethics
- Physical Education

To receive an ATAR ranking score students must study:

* 5 or 6 General subjects (top five subject results contribute to ATAR), or
* 4 General subjects plus one Applied Subject, or
* 4 General Subjects and an approved VET/ or Certificate course.

Pathway Two

- 1 x English
- 1 x Mathematics
- 4 x Electives
- Christian Studies

Vocational Pathway

Pathway Three

Students wishing to study at TAFE, enrol in private institutions or undertake an apprenticeship or traineeship can start preparing for this from Year 11 by:

- undertaking TAFE preparation courses, and/ or
- choosing Applied Subjects.

Past graduates have received certificate qualifications in a variety of courses such as Childcare, Media and TV studies, Electro Engineering and Plumbing.

2.2 CHOOSING YOUR SUBJECTS

Choose subjects :	Don't choose subjects:
• You believe you will enjoy	Because another person says they are good or bad
• You expect to perform well in	Because your friends are, or are not taking them
• Assist you in your further study	Because you like or dislike a teacher
• Give you skills, knowledge and attitudes use-	Because you think it is only for boys or only for girls
• Match your interests	Because you think it will give you a better ATAR

In choosing your combination of subjects consider:

- how many 50% exams you will need to sit?
- what the external assessment covers? (Unit 3 & 4, or Unit 4)
- the nature of the assessment - does it play to strengths, preferences?
- prerequisites for courses of study

CHANGING SUBJECTS

1) Select subjects carefully as some external exams are based on Semester 3 and 4 work and it is imperative that you have the foundational knowledge (Semester 1 and 2) to best prepare you to do your best.

2) Occasionally, it may be necessary to adjust a student's academic program, this change will be done in consultation with the student and the family and will include examining the impact on the student's potential ATAR score. Each change of subject requires the approval of the Director of Teaching and Learning.

3) There is often very limited choice when changing subjects. Not all subjects will be available.

4) There is a small window at the beginning of the year/semester to facilitate subject changes.

2.3 SUBJECTS BY DEPARTMENT

The Arts
- Drama
- Music
- Music Extension (Year 12 only)
- Visual Art

Business
- Accounting
- Business
- Legal Studies

Social Sciences
- Ancient History
- Modern History
- Geography
- Tourism
- Social and Community Studies

Languages
- Indonesian
- Spanish

Science
- Physics
- Chemistry
- Biology
- Psychology

Technology
- Design
- Digital Solutions
- Engineering
- Hospitality Practices
- Industrial Design Technology
- Information & Communication Technology

English
- Essential English
- General English
- English Literature
- English Literature Extension (Year 12 only)

Mathematics
- Essential Mathematics
- General Mathematics
- Mathematics Methods
- Specialist Mathematics

Health & Physical Education
- Physical Education
- Health Education
- Sport and Recreation

Christian Studies
- Religion and Ethics
- Christian Studies

2.4 GENERAL AND APPLIED SUBJECTS

English	Mathematics	Science
General General English English Literature English Literature Extension (Yr 12 only) **Applied** Essential English	**General** General Mathematics Mathematical Methods Specialist Mathematics **Applied** Essential Mathematics	**General** Biology Chemistry Physics Psychology
Business	**Social Sciences (Humanities)**	**Technologies**
General Accounting Business Legal Studies	**General** Ancient History Geography Modern History **Applied** Social and Community Studies Tourism	**General** Design Digital Solutions Engineering **Applied** Hospitality Practices Information and Communication Technology Industrial Design Technology
The Arts	**Health & Physical Education**	**Languages**
General Drama Music Music Extension (Yr 12 only) Visual Art	**General** Health Education Physical Education **Applied** Sport and Recreation	**General** Spanish **Senior External Examination only** Indonesian
Christian Studies		
Applied Religion & Ethics **College Subject (neither General or Applied)** Christian Studies		

2.5 VET CERTIFICATES AND COURSES

The College supports students interested in accessing Vocational Education and Training (VET) courses on a case-by-case arrangement. Students and parents interested in alternative pathways are advised of various opportunities through external providers as they arise and are then supported by the College to achieve their desired outcomes.

Training providers the College has worked with in the past include:

- TAFE QLD
- Mater Education
- North West Trade Training Centre (BNWTTC)
- International Horse College
- Inspire Education

Past graduates have studied:

Certificate III in Sport and Recreation (AFL SportsReady)
Certificate II Sport Coaching/ Certificate III Fitness
Certificate III in Applied Fashion Design and Technology
Certificate II in Outdoor Recreation
Certificate III in Information Technology
Certificate II in Community Services (Early Childhood)
Certificate II in Animal Studies
Certificate III in Music Industry
Certificate II in Electrotechnology (Career Start)
Certificate II in Health Support Services
Certificate II in Automotive Vocational Preparation
Cert III Hospitality (with KFC)
Cert III Childcare (with Child Care Centre)
Cert III Retail (with McDonalds)
Fabrication Apprenticeship (with company)
Certificate IV Business

2.6 SUBJECT ENTRY RECOMMENDATIONS

YEAR 11 SUBJECT SELECTION ENTRY RECOMMENDATIONS	
Year 11 Subjects	**Year 10 Subject Result**
Accounting	• At least a C in Year 10 English • At least a C in Year 10 General Mathematics
Ancient History	• At least a C in Year 10 English
Biology	• At least a C in Year 10 Core Science • At least a B in Year 10 General Mathematics • At least a C in Year 10 Mathematical Methods
Business	• At least a C in Year 10 English
Chemistry	• At least a C in Year 10 Core Science • At least a B in Year 10 General Mathematics • At least a C in Year 10 Mathematical Methods
Christian Studies	• Nil
Design	• At least a C in Year 10 English • At least a C in prior technology subject
Digital Solutions	• At least a C standard in Year 10 Mathematics • At least a C or higher in prior technology subject
Drama	• At least a C in Year 10 English • Studied Drama in either Year 8, 9 or 10
Engineering	• At least a C in Year 10 Core Science • At least a B in Year 10 General Mathematics • At least a C in Year 10 Mathematical Methods • At least a C in Year 10 Engineering
English Literature	• At least a C in Year 10 English
English Literature Extension	• At least a B in Year 11 General English or English Literature
Essential English	• Nil
Essential Mathematics	• Nil
Geography	• At least a C in Year 10 English • At least a C in Year 10 Mathematics
General English	• At least a C in Year 10 English
General Mathematics	• At least a C in Year 10 General Mathematics
Health Education	• At least a B in Year 10 English • At least a B in Yr 10 Health and Physical Education and/or Yr 10 Physical Education
Hospitality Practices	• Nil

YEAR 11 SUBJECT SELECTION ENTRY RECOMMENDATIONS	
Year 11 Subjects	**Year 10 Subject Result**
Indonesian	• At least a C in Year 10 Indonesian
Industrial Design Technology	• Nil
Information and Communication Technology	• Nil
Legal Studies	• At least a C in Year 10 English
Mathematical Methods	• At least a C in Year 10 English • At least a C in Year 10 Mathematical Methods
Modern History	• At least a C in Year 10 English
Music	• At least a C in Year 10 Music and/ or • Sufficient study of music theory and performance as determined through an interview
Music Extension	• At least a B in Music Yr 11
Physical Education	• At least a C in Year 10 English • At least a C in Year 10 Physical Education or a B in Year 10 Health & Physical Education
Physics	• At least a C in Year 10 Core Science • At least a B in Year 10 General Mathematics • At least a C in Year 10 Mathematical Methods
Psychology	• At least a C in Year 10 Core Science • At least a C in Year 10 General English • At least a C in Year 10 General Mathematics
Religion and Ethics	• At least a C in Unit 1 of Year 10 Christian Studies
Social and Community Studies	• Nil
Spanish	• At least a C standard in Year 10 Spanish
Specialist Mathematics	• At least a B in Year 10 Mathematical Methods • At least a C standard in Year 10 English Co-requisite: • Mathematical Methods
Sports and Recreation	• Nil
Tourism	• Nil
Visual Art	• At least a C in Year 10 English • Studied Visual Art in either Year 8, 9 or 10

2.7 SUBJECT ADVISORS AND CURRICULUM LEADERS

Careers Counsellor/Vocational Education: Mrs Julie Grosas
jgrosas@princeofpeace.qld.edu.au

ELECTIVE SUBJECTS		
AREA OF INTEREST	**CURRICULUM LEADER**	**SUBJECTS**
Mathematics	**Joel Scott** jscott@princeofpeace.qld.edu.au	Specialist Mathematics (G)
Science	**Rosemary Cameron** rcameron@princeofpeace.qld.edu.au	Chemistry (G) Physics (G) Biology (G) Psychology (G)
Languages	**Halim Nataprawira** hnataprawira@princeofpeace.qld.edu.au	Spanish (G) Indonesian (SEE)
Business	**Mark Rienecker** mrienecker@princeofpeace.qld.edu.au	Accounting (G) Legal Studies (G) Business (G)
The Arts	**Lisa Rachow (Drama)** lrachow@princeofpeace.qld.edu.au **Linda Brady (Music)** lbrady@princeofpeace.qld.edu.au **Kaylene Simpson (Visual Art)** ksimpson@princeofpeace.qld.edu.au	Drama (G) Music (G) Music Extension (G) (Year 12 only) Visual Art (G)
Social Sciences **(Humanities)**	**Danielle Moore** dmoore@princeofpeace.qld.edu.au	Ancient History (G) Geography (G) Modern History (G) Social & Community Studies (A) Tourism (A)
Health and Physical Education	**Casey Veentjer** cveentjer@princeofpeace.qld.edu.au	Health Education (G) Physical Education (G) Sport & Recreation (A)
Technology	**Michael Gauldie** mgauldie@princeofpeace.qld.edu.au	Design (G) Digital Solutions (G) Engineering (G) Information and Communication Technology (A) Industrial Design Technology (A) Hospitality Practices (A)

COMPULSORY SUBJECTS		
AREA OF INTEREST	**CURRICULUM LEADER**	**SUBJECTS**
Christian Studies	**Richard Stevens** rstevens@princeofpeace.qld.edu.au	Religion and Ethics Christian Studies
English	**Peta Spry** pspry@princeofpeace.qld.edu.au	General English (G) English Literature (G) English Literature Extension (G) Yr 12 only Essential English (A)
Maths	**Joel Scott** jscott@princeofpeace.qld.edu.au	General Mathematics (G) Mathematical Methods (G) Essential Mathematics (A)

(G) General Subject   (A) Applied Subject   (SEE) Senior External Exam

2.8 CLASS OF 2022 RESULTS

Congratulations
CLASS OF 2022

PRINCE of PEACE LUTHERAN COLLEGE

Based on ATAR data shared with the College, Dec 2022:

95% QCE

2 QCAA Commendations for 6 x As

12% 95+ ATAR

29% *achieved* **90+ ATAR**

53% *achieved* **82+ ATAR**

Of those students who applied to QTAC:

98% offered **University Place**

42% offered **Uni Early Entry**

- QUT
- UQ
- ACU
- Other

100% score in Music

99% score in Ext. Music

Congratulations
CLASS OF 2022

Our Class of 2022 graduates embraced their final year of secondary schooling and demonstrated to those around them that not only were they ready for the world beyond school, but *they had this!*

It was wonderful to see their resilience and hard work in pursuing their God-given potential. We wish our graduates every blessing with their future endeavours as they continue to serve the community beyond the gates of Prince of Peace.

WHERE ARE THEY NOW?

VET Pathways:
- 3 students completed their School-Based Traineeship (SAT)
- 3 students received Apprenticeships
- 1 student received a Traineeship
- 1 student received an Internship

20% CERT II or higher

Studying university Bachelor courses in:

Behavioural Sci. (Psychology)
Biomedical Science
Business
Clinical Sciences (Osteopath)
Clinical Exercise Physiology
Computer Science
Counselling
Design
Engineering (Honours)
Exercise & Sports Science
Film and Screen Media
Fine Arts (Drama)
High Performance Sport
Law / Global studies
Medicine
Music
Nursing
Paramedicine
Property Economics
Science
Social Work
Urban Development

SECTION C

3.0 SUBJECTS

English

Christian Studies

Health & Physical Education

Language

Mathematics

Business

Science

The Arts

Technology

Social Science

Business
Accounting

GENERAL SUBJECT

What is Accounting?

Accounting provides opportunities for students to develop an understanding of the essential role accounting plays in the successful performance of any organisation. It involves systematically organising, critically analysing and communicating financial data and information for decision-making.

Students learn fundamental accounting concepts in order to understand accrual accounting, managerial and accounting controls, internal and external financial statements, and ratio analysis. They synthesise financial and other information, evaluate accounting practices, solve authentic accounting problems, and make and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

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.

Objectives

Upon completion, students will:

- comprehend accounting concepts, principles and processes

- apply accounting principles and processes

- analyse and interpret financial data and Information

- evaluate accounting practices to make decisions and propose recommendations

- synthesise and solve accounting problems

- create responses that communicate meaning to suit purpose and audience.

What will I learn?

UNIT 1 — Real world accounting

UNIT 2 — Management effectiveness

UNIT 3 — Monitoring a business

UNIT 4 — Accounting—the big picture

What will I study?

Unit 1	**Real world accounting** • Accounting for a service business — cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business — no GST
Unit 2	**Management effectiveness** • Accounting for a trading GST business • End-of-year reporting for a trading GST business
Unit 3	**Monitoring a business** • Managing resources for a trading GST business • Fully classified financial statement reporting for a trading GST business
Unit 4	**Accounting: the big picture** • Cash management • Complete accounting process for a trading GST business • Performance analysis of a public company

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 assessment

Unit 3	
Summative internal assessment 1 (IA1): • Examination—combination response	25%
Summative internal assessment 2 (IA2): • Examination—combination response	25%

Unit 4	
Summative internal assessment 3 (IA3): • Project—cash management	25%
Summative external assessment (EA): • Examination—short response	25%

Subject Entry Recommendation

To have achieved:

• At least a C in Yr 10 English

• At least a C in Yr 10 General Mathematics

Social Sciences
Ancient History

GENERAL SUBJECT

What is Ancient History?

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

Objectives

Upon completion, students will:

comprehend terms, issues and concepts

- devise historical questions and conduct research

- analyse evidence from historical sources to show understanding

- synthesise evidence from historical sources to form a historical argument

- evaluate evidence from historical sources to make judgments

- create responses that communicate meaning to suit purpose.

What will I learn?

UNIT 1 — Investigating the ancient world

UNIT 2 — Personalities in their time

UNIT 3 — Reconstructing the ancient world

UNIT 4 — People, power and authority

What will I study?

Unit 1	**Investigating the ancient world** • Digging up the past • Ancient societies — Slavery • Ancient societies — The family
Unit 2	**Personalities in their time** • Cleopatra • Agrippina the Younger
Unit 3	**Reconstructing the ancient world** • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon
Unit 4	**People, power and authority** • Ancient Rome — Civil War and the breakdown of the Republic • QCAA will nominate one topic that will be the basis for an external examination from: • Thutmose III • Rameses II • Themistokles • Alkibiades • Pericles • Caesar • Augustus

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 assessment

Unit 3	
Summative internal assessment 1 (IA1):	25%
• Investigation—essay in response to historical sources	
Summative internal assessment 2 (IA2):	25%
• Investigation—independent source investigation	

Unit 4	
Summative internal assessment 3 (IA3):	25%
• Investigation—historical essay based on research	
Summative external assessment (EA):	25%
• Examination—short responses to historical sources	

Subject Entry Recommendation

To have achieved at least a C in Year 10 English.

Science
Biology

GENERAL SUBJECTS

What is Biology?

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms; they engage with the concept of maintaining the internal environment; and they study biodiversity and the interconnectedness of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life, respect for all living things and the environment, understanding of biological systems, concepts, theories and models, appreciation of how biological knowledge has developed over time and continues to develop and a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations, interpret evidence, use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge, and communicate biological understanding, findings, arguments and conclusions.
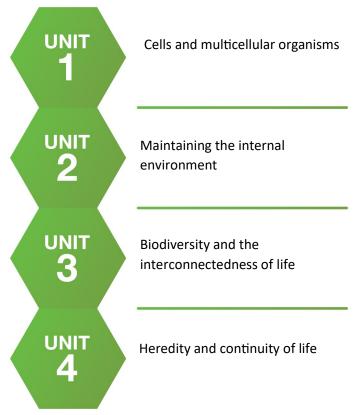
Pathways

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.

Objectives

Upon conclusion, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

What will I learn?

UNIT 1 — Cells and multicellular organisms

UNIT 2 — Maintaining the internal environment

UNIT 3 — Biodiversity and the interconnectedness of life

UNIT 4 — Heredity and continuity of life

What will I study?

Unit 1	**Cells and multicellular organisms** • Cells as the basis of life • Multicellular organisms
Unit 2	**Maintaining the internal environment** • Homeostasis • Infectious diseases
Unit 3	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics
Unit 4	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

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	
Summative internal assessment 1 (IA1): • Data test	10%
Summative internal assessment 2 (IA2): • Student experiment	20%

Unit 4	
Summative internal assessment 3 (IA3): • Research investigation	20%

Final Assessment	
Summative external assessment (EA): • Examination	50%

Subject Entry Recommendation

To have achieved:

• At least a C in Yr 10 Core Science

• At least a B in Yr 10 General Mathematics

• At least a C in Yr 10 Mathematical Methods.

Business
Business

GENERAL SUBJECT

What is Business?

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.
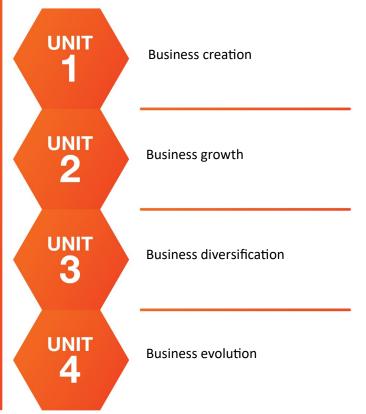
Objectives

Upon completion, students will:

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

What will I learn?

UNIT 1 — Business creation

UNIT 2 — Business growth

UNIT 3 — Business diversification

UNIT 4 — Business evolution

What will I study?

Unit 1	**Business creation** • Fundamentals of business • Creation of business ideas
Unit 2	**Business growth** • Establishment of a business • Entering markets
Unit 3	**Business diversification** • Competitive markets • Strategic development
Unit 4	**Business evolution** • Repositioning a business • Transformation of a business

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	
Summative internal assessment 1 (IA1): • Examination—combination response	25%
Summative internal assessment 2 (IA2): • Examination—business report	25%

Unit 4	
Summative internal assessment 3 (IA3): • Extended response—feasibility report	25%
Summative external assessment (EA): • Examination—combination response	25%

Subject Entry Recommendation

To have achieved:

• At least a C in Yr 10 English

Science
Chemisty

GENERAL SUBJECT

What is Chemistry?

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; and expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.
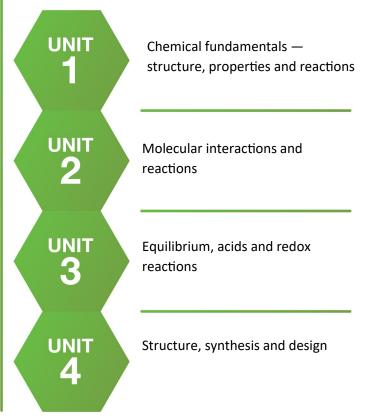
Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Objectives

Upon completion, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

What will I learn?

UNIT 1 Chemical fundamentals — structure, properties and reactions

UNIT 2 Molecular interactions and reactions

UNIT 3 Equilibrium, acids and redox reactions

UNIT 4 Structure, synthesis and design

What will I study?

Unit 1	**Chemical fundamentals — structure, properties and reactions** • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change
Unit 2	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions
Unit 3	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction
Unit 4	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

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	
Summative internal assessment 1 (IA1): • Data test	10%
Summative internal assessment 2 (IA2): • Student experiment	20%

Unit 4	
Summative internal assessment 3 (IA3): • Research investigation	20%

Final Assessment	
Summative external assessment (EA): • Examination	50%

Subject Entry Recommendation

To have achieved:

• At least a C in Yr 10 Core Science

• At least a B in Yr 10 General Mathematics

• At least a C in Yr 10 Mathematical Methods

Short course

What is Christian Studies?

Christian Studies in the senior years aim to communicate a Biblical theology that informs and critiques the contemporary and historic culture, while developing the student in their own personal spiritual journey. The program is informed by, and aligned with the principles, strategies and outcomes outlined in Lutheran Education's Christian Studies Curriculum Framework.

During the course students will explore the themes and topics relating to the Christian beliefs, church and Christianity within the community and world.

An aspect of learning involves developing religious literacy which gives students theological and philosophical frameworks for what it means to be human and communicate their experience of spirituality. Through this literacy students will engage with texts, practices and beliefs from the Christian tradition.

Objectives:

Christian Studies as a discipline of learning introduces students to the world of religion and spirituality, which are integral components of the fabric of all cultures.

It aims to give students a clear understanding and appreciation of the Christian story through an exploration of the Biblical text and Christian literature.

It acknowledges that all people are on a lifelong journey of faith expressed in many dimensions of life, for example, relationships, community life, the environment, religious beliefs and traditions, situations of human need and suffering, ethical and justice issues. It presents to students a Christian worldview and a pathway for making meaning in their lives.

Assessment:

Senior Christian Studies is designed as project based learning experience. During the course students will be expected to produce evidence of their learnings in the forms of either folios or completed project, either digital or physical. A key component of the assessment will include a reflective element, either from a personal perspective or the impact made upon society.

Technology
Design

GENERAL SUBJECT

What is Design?

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.
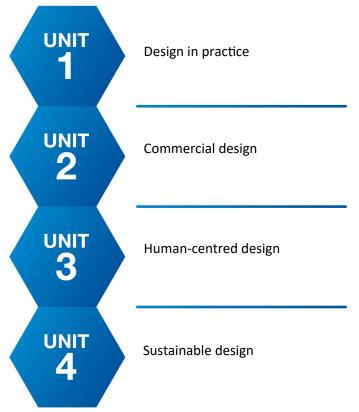
Objectives

Upon completion, students will:

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

What will I learn?

UNIT 1 — Design in practice

UNIT 2 — Commercial design

UNIT 3 — Human-centred design

UNIT 4 — Sustainable design

What will I study?

Unit 1	**Design in practice** • Experiencing design • Design process • Design styles
Unit 2	**Commercial design** • Explore — client needs and wants • Develop — collaborative design
Unit 3	**Human-centred design** • Designing with empathy
Unit 4	**Sustainable design** • Explore—sustainable design opportunities • Develop—redesign

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	
Summative internal assessment 1 (IA1): • Examination—design challenge	15%
Summative internal assessment 2 (IA2): • Project	35%

Unit 4	
Summative internal assessment 3 (IA3): • Project	25%
Summative external assessment (EA): • Examination—design challenge	25%

Subject Entry Recommendation

To have achieved:
• At least a C in Yr 10 English
• At least a C in a prior technology subject

Additional Costs

For this subject there will be an additional amount of supplementary materials required to be purchased by the parent/caregiver.

Technology
Digital Solutions

GENERAL SUBJECT

What is Digital Solutions?

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

Upon completion, students will:

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations

What will I learn?

UNIT 1 Creating with code

UNIT 2 Application and data solutions

UNIT 3 Digital innovation

UNIT 4 Digital impacts

What will I study?

Unit 1	**Creating with code**
	• Understanding digital problems
	• User experiences and interfaces
	• Algorithms and programming techniques
	• Programmed solutions
Unit 2	**Application and data solutions**
	• Data-driven problems and solution requirements
	• Data and programming techniques
	• Prototype data solutions
Unit 3	**Digital innovation**
	• Interactions between users, data and digital systems
	• Real-world problems and solution requirements
	• Innovative digital solutions
Unit 4	**Digital impacts**
	• Digital methods for exchanging data
	• Complex digital data exchange problems and solution requirements
	• Prototype digital data exchanges

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	
Summative internal assessment 1 (IA1):	20%
• Investigation—technical proposal	
Summative internal assessment 2 (IA2):	30%
• Project—digital solution	

Unit 4	
Summative internal assessment 3 (IA3):	25%
• Project—folio	
Summative external assessment (EA):	25%
• Examination	

Subject Entry Recommendation

To have achieved:

- At least a C in Yr 10 General Mathematics
- At least a C in a prior technology subject

The Arts
Drama

GENERAL SUBJECT

What is Drama?

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They study 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. Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

Pathways

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, including arts administration and management. Furthermore, Drama develops many of the skills employers seek such as collaboration skills, resourcefulness, interpersonal skills and creative problem solving. These essential skills can be utilised in the fields of education, public relations, research, business, media, law and technology.

Objectives

Upon completion, students will:

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

What will I learn?

UNIT 1 Share

UNIT 2 Reflect

UNIT 3 Challenge

UNIT 4 Transform

What will I study?

Unit 1	**Share** • How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms
Unit 2	**Reflect** • How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts
Unit 3	**Challenge** • How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts
Unit 4	**Transform** • How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

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

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	
Summative internal assessment 1 (IA1): • Performance	20%
Summative internal assessment 2 (IA2): • Project—dramatic concept	20%

Unit 4	
Summative internal assessment 3 (IA3): • Projects—practice-led project	35%

Final Assessment	
Summative external assessment (EA): • Examination—extended response	25%

Subject Entry Recommendation

To have achieved:

• At least a C in Yr 10 English

• Studied Drama in either Year 8, 9 or 10

Technology
Engineering

GENERAL SUBJECT

What is Engineering?

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Objectives

Upon completion, students will:

- recognise and describe engineering problems, concepts and principles

- symbolise and explain ideas and solutions

- analyse problems and information

- determine solution success criteria for engineering problems

- synthesise information and ideas to predict possible solutions

- generate prototype solutions to provide data to assess the accuracy of predictions

- evaluate and refine ideas and solutions to make justified recommendations

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

What will I learn?

UNIT 1 — Engineering fundamentals and society

UNIT 2 — Emerging technologies

UNIT 3 — Statics of structures and environmental considerations

UNIT 4 — Machines and mechanisms

Technology
Engineering

What will I study?

Unit 1	**Engineering fundamentals and society** • Engineering history • The problem-solving process in Engineering • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials
Unit 2	**Emerging technologies** • Emerging needs • Emerging processes and machinery • Emerging materials • Exploring autonomy
Unit 3	**Statics of structures and environmental considerations** • Application of the problem-solving process in Engineering • Civil structures and the environment • Civil structures, materials and forces
Unit 4	**Machines and mechanisms** • Machines in society • Materials • Machine control

Assessment

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

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	
Summative internal assessment 1 (IA1): • Project—folio	25%
Summative internal assessment 2 (IA2): • Examination	25%

Unit 4	
Summative internal assessment 3 (IA3): • Project—folio	25%
Summative external assessment (EA): • Examination	25%

Subject Entry Recommendation

To have achieved:

• At least a C in Yr 10 Core Science
• At least a B in Yr 10 General Mathematics
• At least a C in Yr 10 Engineering
• At least a C in Yr 10 Mathematical Methods
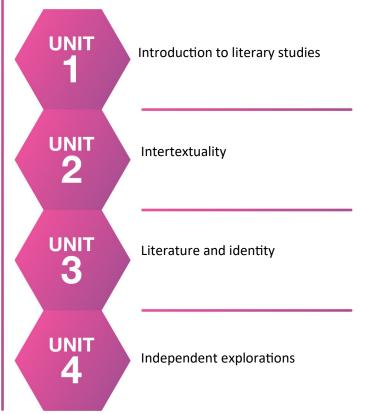
English
English Literature

GENERAL SUBJECT

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

- the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts

- the skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms

- creative thinking and imagination by exploring how literary texts shape perceptions of the world

- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences

- empathy for others and appreciation of different perspectives

Pathways

Literature 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 Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

What will I learn?

UNIT 1 Introduction to literary studies

UNIT 2 Intertextuality

UNIT 3 Literature and identity

UNIT 4 Independent explorations

Objectives

Upon subject completion, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

- establish and maintain roles of writer/speaker/signer/designer and relationships with audiences

- create and analyse perspectives and representations of concepts, identities, times and places

- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions

- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts

- select and synthesise subject matter to support perspectives

- organise and sequence subject matter to achieve particular purposes

- use cohesive devices to emphasise ideas and connect parts of texts

- make language choices for particular purposes and contexts

- use grammar and language structures for particular purposes

- use mode-appropriate features to achieve particular purposes

What will I study?

Unit 1	**Introduction to literary studies** • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts
Unit 2	**Intertextuality** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts

What will I study?

Unit 3	**Literature and identity** - Relationship between language, culture and identity in literary texts - Power of language to represent ideas, events and people - Creating analytical and imaginative texts
Unit 4	**Independent explorations** - Dynamic nature of literary interpretation - Close examination of style, structure and subject matter - Creating analytical and imaginative texts

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.

Summative assessments

Unit 3	
Summative internal assessment 1 (IA1): Examination—analytical written response	25%
Summative internal assessment 2 (IA2): Extended response—imaginative spoken/ multimodal response	25%

Unit 4	
Summative internal assessment 3 (IA3): Extended response—imaginative written response	25%
Summative external assessment: Examination—analytical written response	25%

Subject Entry Recommendation

To have achieved:

- At least C in Yr 10 English

GENERAL SUBJECT

What is English Literature Extension?

English Literature Extension provides an extension of the General English or Literature subjects. Through a more challenging theorised study of literature, you will explore the potential of literature to expand the scope of your experiences. You will ask critical questions about cultural assumptions, implicit values and differing world views through an exploration of social, cultural and textual understandings of literary texts and the ways they might be interpreted and valued.

Areas of Study

Students will be required to:

- Apply different theoretical approaches to analyse and evaluate a variety of literary texts

- Identify different ways readers might interpret texts

- Synthesise different interpretations and relevant theoretical approaches to produce written and spoken extended analytical and evaluative texts

Pathways

English Literature Extension equips you for all further education and employment. English prepares you for further study in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

Assessment

Students will complete a total of four written summative assessments.

Unit 3	
Summative internal assessment 1 (IA1):	20%
Summative internal assessment 2 (IA2):	20%

Unit 4	
Summative internal assessment 3 (IA3):	35%
• Research Paper	
Summative external assessment:	25%
• Examination	

Previous experience

You must receive a B grade or higher in Year 10 English as well as a Satisfactory Award in Year 11 Unit 1 and 2 English or Literature to prepare you for the English Literature Extension course.
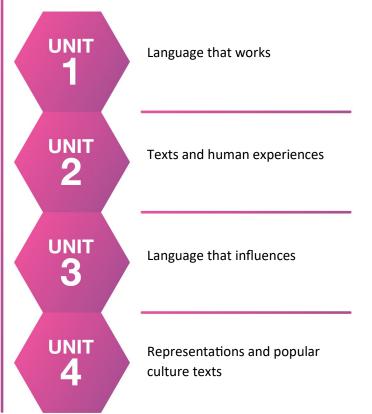
English
Essential English

APPLIED SUBJECT

What is Essential English?

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. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

Upon completion, students will, among others:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

- use appropriate roles and relationships with audiences

- construct and explain representations of identities, places, events and concepts

- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning

- explain how language features and text structures shape meaning and invite particular responses

- select and use subject matter to support perspectives

What will I learn?

UNIT 1 — Language that works

UNIT 2 — Texts and human experiences

UNIT 3 — Language that influences

UNIT 4 — Representations and popular culture texts

English
Essential English

What will I study?

Unit 1	**Language that works** • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts
Unit 2	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts
Unit 3	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences
Unit 4	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

Assessment

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

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3

Summative internal assessment 1 (IA1):

• Extended response—spoken/signed response

Summative internal assessment 2 (IA2):

• Common internal assessment (CIA)- short response examination

Unit 4

Summative internal assessment 3 (IA3):

• Extended response —multimodal response

Summative internal assessment 4 (IA4):

• Extended response—written response

Subject Entry Recommendation

There is no subject recommendation required to study this subject in Years 11 and 12.

Mathematics
Essential Mathematics

APPLIED SUBJECT

What is essential mathematics?

Essential Mathematics benefits students by developing skills that go beyond the traditional ideas of numeracy. It focuses on the major domains such as Number, Data, Location and Time, Measurement and Finance.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, creating critically-thinking citizens.

Pathways

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 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.

Objectives

Upon subject completion, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance

- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

What will I learn?

UNIT 1 — Number, data and graphs

UNIT 2 — Money, travel and data

UNIT 3 — Measurement, scales and data

UNIT 4 — Graphs, chance and loans

What will I study?

Unit 1	**Number, data and graphs** • Fundamental topic: Calculations • Number • Representing data • Graphs
Unit 2	**Money, travel and data** • Fundamental topic: Calculations • Managing money • Time and motion • Data collection
Unit 3	**Measurement, scales and data** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data
Unit 4	**Graphs, chance and loans** • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Unit 3

Summative internal assessment 1 (IA1):

• Problem-solving and modelling task

Summative internal assessment 2 (IA2):

• Common internal assessment (CIA)

Unit 4

Summative internal assessment 3 (IA3):

• Problem-solving and modelling task

Summative internal assessment 4 (IA4):

• Examination

Subject Entry Recommendation

There is no subject recommendation required to study this subject in Years 11 and 12.

GENERAL

What is Geography?

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management, biological and environmental science, conservation and land management, emergency response and hazard management, oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

Objectives

Upon subject completion, students will:

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding

What will I learn?

UNIT 1 — Responding to risk and vulnerability in hazard zones

UNIT 2 — Planning sustainable places

UNIT 3 — Responding to land cover transformations

UNIT 4 — Managing population change

45

What will I study?

Unit 1	**Responding to risk and vulnerability in hazard zones** • Natural hazard zones • Ecological hazard zones
Unit 2	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity
Unit 3	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations
Unit 4	**Managing population change** • Population challenges in Australia • Global population change

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	
Summative internal assessment 1 (IA1): • Examination—combination response	25%
Summative internal assessment 2 (IA2): • Investigation—field report	25%

Unit 4	
Summative internal assessment 3 (IA3): • Investigation—data report	25%
Summative external assessment (EA): • Examination—combination response	25%

Subject Entry Recommendation

To have achieved:
- At least a C in Yr 10 English
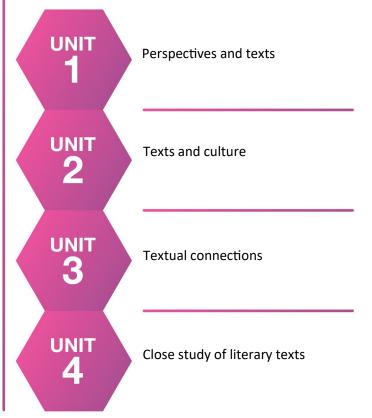- At least a C in Yr 10 Mathematics

GENERAL ENGLISH

What is General English?

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 are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They 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.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

Upon subject completion, students will, among others:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences

- create and analyse perspectives and representations of concepts, identities, times and places

- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions

- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts

What will I learn?

UNIT 1 Perspectives and texts

UNIT 2 Texts and culture

UNIT 3 Textual connections

UNIT 4 Close study of literary texts

English
General English

What will I study?

Unit 1	**Perspectives and texts** • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts
Unit 2	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytic texts
Unit 3	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts
Unit 4	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

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	
Summative internal assessment 1 (IA1): • Extended response—written response for a public audience	25%
Summative internal assessment 2 (IA2): • Extended response—persuasive spoken response	25%

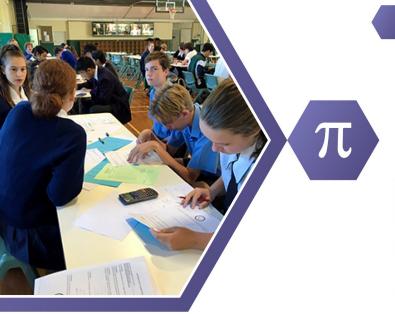| Unit 4	
Summative internal assessment 3 (IA3): • Extended response—imaginative written response	25%
Summative external assessment (EA): • Examination—analytical written response	25%

Subject Entry Recommendation
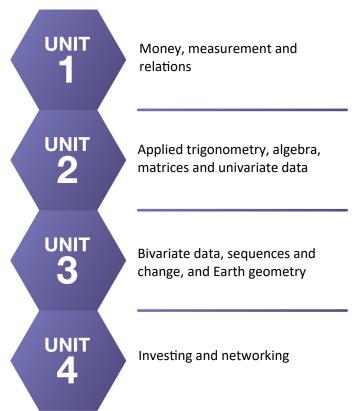
To have achieved:

• At least a C in Yr 10 English

Mathematics
General Mathematics

π

GENERAL SUBJECT

What is General Mathematics?

General Mathematics' major domains are number and algebra, measurement and geometry, statistics, networks and matrices

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require advanced algebra, advanced trigonometry and calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

A course of study in General Mathematics can establish a basis for further education (and employment) in a broad range on university courses, such as business, commerce, education, finance, IT, social science and the arts.

Objectives

Upon subject completion, students will, among others:

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

- communicate using mathematical, statistical and everyday language and conventions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices

What will I learn?

UNIT 1   Money, measurement and relations

UNIT 2   Applied trigonometry, algebra, matrices and univariate data

UNIT 3   Bivariate data, sequences and change, and Earth geometry

UNIT 4   Investing and networking

Mathematics
General Mathematics

What will I study?

Unit 1	**Money, measurement and relations** • Consumer arithmetic • Shape and measurement • Linear equations and their graphs
Unit 2	**Applied trigonometry, algebra, matrices and univariate data** • Applications of trigonometry • Algebra and matrices • Univariate data analysis
Unit 3	**Bivariate data, sequences and change, and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones
Unit 4	**Investing and networking** • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

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	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%
Summative internal assessment 2 (IA2): • Problem-solving and modelling task	15%

Unit 4	
Summative internal assessment 3 (IA3): • Problem-solving and modelling task	15%

Final Assessment	
Summative external assessment (EA): • Examination	50%

Subject Entry Recommendation

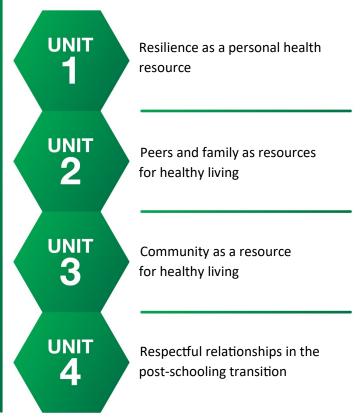To have achieved:

• At least a C in Yr 10 General Mathematics

Health & Physical Education
Health Education

GENERAL SUBJECT

What is Health Education?

Health Education provides students with a contextualized strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

Upon completion, students should, among others:

- recognize and describe information about health-related topics and issues
- comprehend and use health approaches and framework
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion

What will I learn?

UNIT 1 — Resilience as a personal health resource

UNIT 2 — Peers and family as resources for healthy living

UNIT 3 — Community as a resource for healthy living

UNIT 4 — Respectful relationships in the post-schooling transition

What will I study?

Unit 1	**Resilience as a personal health resource**
Unit 2	**Peers and family as resources for healthy living** • Alcohol (elective) • Body image (elective)
Unit 3	**Community as a resource for healthy living** • Homelessness (elective) • Road safety (elective) • Anxiety (elective)
Unit 4	**Respectful relationships in the post-schooling transition**

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	
Summative internal assessment 1 (IA1): • Investigation—action research	25%
Summative internal assessment 2 (IA2): • Examination—extended response	25%

Unit 4	
Summative internal assessment 3 (IA3): • Investigation—analytical exposition	25%
Summative external assessment (EA): • Examination	25%

Subject Entry Recommendation

To have achieved:
- At least a B in Yr 10 English
- At least a B in Yr 10 Health and Physical Education and/ or Year 10 Physical Education

Technology
Hospitality Practices

APPLIED SUBJECT

What is Hospitality Practices?

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Pathways

A course of study in Hospitality Practices 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.

Objectives

Upon completion, students should, among others:

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector.

What will I learn?

UNIT 1 Ins and Outs of the hospitality industry

UNIT 2 Café Culture

UNIT 3 Putting sustainability and skills into practice

UNIT 4 Working in a diverse world

What will I study?

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

Core Topics
- Navigating the hospitality industry
- Working effectively with others
- Hospitality in practice

Elective Topics
- Kitchen operations
- Beverage operations and service
- Food and beverage service

Assessment

For Hospitality Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- two projects
- one extended response
- one examination

Project

A response to a single task, situation and/or scenario

A project consists of a product and performance component and one other component from the following:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: continuous class time
- product: continuous class time

Extended response

A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Examination

A response that answers a number of provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item on the test

Subject Entry Recommendation

There are no subject recommendation required to study this subject in Years 11 and 12.

GENERAL SUBJECT

What is Indonesian?

Indonesian provides students with the opportunity to reflect on their understanding of the Indonesian language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Indonesian-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types, reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Indonesian can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

Upon completion, students will:

- comprehend Indonesian to understand information, ideas, opinions and experiences

- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives

- apply knowledge of Indonesian language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions

- structure, sequence and synthesise information to justify opinions, ideas and perspectives

- use strategies to maintain communication and exchange meaning in Indonesian.

What will I learn?

UNIT 1
Duniaku
My world

UNIT 2
Menjelajahi dunia kita
Exploring our world

UNIT 3
Masyarakat kita
Our society

UNIT 4
Masa depan saya
My future

What will I study?

Unit 1	**Duniaku/ *My world*** • Family/carers and friends • Lifestyle and leisure • Education
Unit 2	**Menjelajahi dunia kita /** ***Exploring our world*** • Travel • Technology and media • The contribution of Indonesian culture to the world
Unit 3	**Masyarakat kita/ *Our society*** • Roles and relationships • Socialising and connecting with our peers • Groups in society
Unit 4	**Masa depan saya/ *My future*** • Future pathways, plans and reflections • Responsibilities and moving on

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 and 4	
Summative QCAA external assessment 1 (SEE1): • Examination—extended response (multimodal and spoken)	25%
Summative QCAA external assessment 2 (SEE2): • Examination—combination response	75%

Subject Entry Recommendation

To have achieved:
• At least a C in Yr 10 Indonesian

Technology
Industrial Design Technology

APPLIED SUBJECT

What is Industrial Design Technology?

Industrial Design Technology focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Pathways

A course of study in Industrial Design Technology can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Objectives

Upon completion, students should, among others:

- describe industry practices in manufacturing
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations

What will I learn?

The Industrial Design Technology course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Subject Entry Recommendation

There is no subject recommendation required to study this subject in Years 11 and 12.

Core Topics	Industry Area	Elective Topics
Industry practices	Aeroskills	• Aeroskills mechanical • Aeroskills structures
Production processes	Automotive	• Automotive mechanical • Automotive body repair • Automotive electrical
	Building and construction	• Bricklaying • Plastering and painting • Concreting • Carpentry • Tiling • Landscaping
	Engineering	• Sheet metal working • Welding and fabrication • Fitting and machining
	Furnishing	• Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery
	Industrial graphics	• Engineering drafting • Building and construction drafting • Furnishing drafting
	Plastics	• Thermoplastics fabrication • Thermosetting fabrication

Assessment

For Industrial Design Technology, assessment from Units 3 and 4 is used to determine the student's exit result, and this consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Project

A response to a single task, situation and/or scenario

A project consists of a product and performance component and one other component from the following:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: continuous class time
- product: continuous class time

Practical demonstration

A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.

Students demonstrate production skills and procedures in class under teacher supervision.

Examination

A response that answers a number of provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item on the test

Technology
Information & Communication Technology

APPLIED SUBJECT

What is Information and Communication Technology?

Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

Upon completion, students should, among others:

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

What will I learn?

The Information and Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

Technology
Information & Communication Technology

What will I study?

Core Topics

- Hardware
- Software
- ICT in society

Elective Topics

- Animation
- Application development
- Audio and video production
- Data management
- Digital imaging and modelling
- Document production
- Network fundamentals
- Online communication
- Website production

Assessment

For Information & Communication Technology, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- at least two projects
- at least one extended response.

Project
A response to a single task, situation and/or scenario

A project consists of a product and performance component and one other component from the following:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: continuous class time
- product: continuous class time

Extended response
A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Subject Entry Recommendation

There is no subject recommendation required to study this subject in Years 11 and 12.

Business
Legal Studies

GENERAL SUBJECT

What is Legal Studies?

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. 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.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

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

Pathways

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 students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

Upon subject completion, students will:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

What will I learn?

UNIT 1 — Balance of probabilities

UNIT 2 — Law, governance and change

UNIT 3 — Beyond reasonable doubt

UNIT 4 — Human rights in legal contexts

What will I study?

Unit 1	Balance of probabilities • Civil law foundations • Contractual obligations • Negligence and the duty of care
Unit 2	Law, governance and change • Governance in Australia • Law reform within a dynamic society
Unit 3	Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing
Unit 4	Human rights in legal contexts • Human rights • The effectiveness of international law • Human rights in Australian contexts

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

Summative internal assessment 1 (IA1):   25%
• Examination—combination response

Summative internal assessment 2 (IA2):   25%
• Investigation—inquiry report

Unit 4

Summative internal assessment 3 (IA3):   25%
• Investigation—argumentative essay

Summative external assessment (EA):   25%
• Examination—combination re-sponse

Subject Entry Recommendation
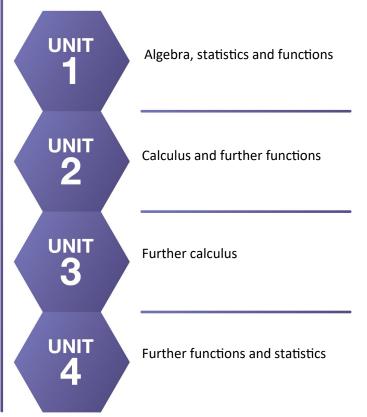
To have achieved:
• At least a C in Yr 10 English

Mathematics
Mathematical Methods

GENERAL SUBJECT

What is Mathematics Methods?

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics. It enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics developed systematically, with increasing levels of sophistication, complexity and connection.

Students also develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways

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, psychology and business.

Objectives

Upon subject completion, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

What will I learn?

UNIT 1 — Algebra, statistics and functions

UNIT 2 — Calculus and further functions

UNIT 3 — Further calculus

UNIT 4 — Further functions and statistics

Mathematics
Mathematical Methods

What will I study?

Unit 1	**Algebra, statistics and functions** • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences
Unit 2	**Calculus and further functions** • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and • applications 1 • Discrete random variables 1
Unit 3	**Further calculus** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals
Unit 4	**Further functions and statistics** • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

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	
Summative internal assessment 1 (IA1):	20%
• Problem-solving and modelling task	
Summative internal assessment 2 (IA2):	15%
• Problem-solving and modelling task	

Unit 4	
Summative internal assessment 3 (IA3):	15%
• Problem-solving and modelling task	

Final Assessment	
Summative external assessment (EA):	50%
• Examination	

Subject Entry Recommendation

To have achieved:

• At least a C in Yr 10 Mathematical Methods

• At least a C in Yr 10 English

Additional Costs

Students will require a graphical calculator for this subject which will be required to be purchased by the parent/caregiver (approx. cost $200).

Social Sciences
Modern History

GENERAL SUBJECT

What is Modern History?

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have shaped the modern world.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Objectives

Upon subject completion, students will:

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

What will I learn?

UNIT 1 — Ideas in the modern world

UNIT 2 — Movements in the modern world

UNIT 3 — National experiences in the modern world

UNIT 4 — International experiences in the modern world

Social Sciences
Modern History

What will I study?

Unit 1	**Ideas in the modern world** • French Revolution, 1789–1799 • Russian Revolution, 1905–1920s
Unit 2	**Movements in the modern world** • African-American civil rights movement, 1954–1968 • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end)
Unit 3	**National experiences in the modern world** • Israel,1948–1993 • Germany,1914–1945
Unit 4	**International experiences in the modern world** • Terrorism, anti-terrorism and counter-terrorism since 1984 • Cold War, 1945–1991 (Yalta Conference begins – Soviet Union ends)

**Please note that topics studied
in Modern History may vary**

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	
Summative internal assessment 1 (IA1):	25%
• Examination—essay in response to historical sources	
Summative internal assessment 2 (IA2):	25%
• Independent source investigation	

Unit 4	
Summative internal assessment 3 (IA3):	25%
• Investigation—historical essay based on research	
Summative external assessment (EA):	25%
• Examination—short responses to historical sources	

Subject Entry Recommendation

To have achieved:

• At least a C in Year 10 English

The Arts
Music

GENERAL SUBJECT

What is Music?

Music is an engaging intersection of thought and practice. It challenges our understandings, encouraging alternate ways of seeing, thinking and doing.

Music fosters creative and expressive communication. They develop highly transferable skills and the capacity for flexible thinking and doing to work independently and collaboratively.

Music is unique in it's use of sound and silence as a means of personal expression. It combines the cognitive, psychomotor and affective domains through making (composition and performance) and responding (musicology) to music.

Music students develop their intellect and personal growth and make a contribution to the culture of their community.
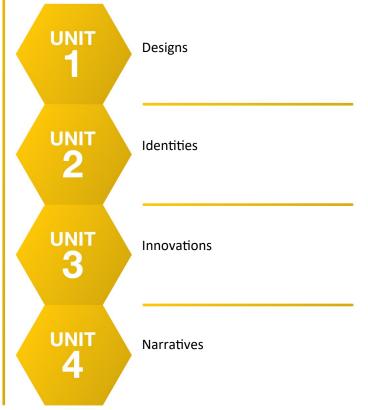
Pathways

A course of study in Music can establish a basis for further education and employment in the fields of music performance or composition, allied health through music therapy, in business through arts administration, within education.

Objectives

Upon completion, students will:

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

What will I learn?

UNIT 1 Designs

UNIT 2 Identities

UNIT 3 Innovations

UNIT 4 Narratives

What will I study?

Unit 1	**Designs** The treatment and combination of music elements that enable musicians to design music which communicates meaning through performance and composition.
Unit 2	**Identities** Understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music.
Unit 3	**Innovations** Incorporate innovative music practices to communicate meaning when performing and composing.
Unit 4	**Narratives** Manipulate music elements to communicate narrative when performing, composing and responding to music.

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

Summative internal assessment 1 (IA1):   20%

- Performance

Summative internal assessment 2 (IA2):   20%

- Composition

Unit 4

Summative internal assessment 3 (IA3):   35%

- Integrated project

Final Assessment

Summative external assessment (EA):   25%

- Examination

Subject Entry Recommendation

To have achieved:

- At least a C in Yr 10 Music and/ or sufficient study of music theory and performance as determined through an interview process

GENERAL SUBJECT

What is 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 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.

Music Extension is a 1-year ATAR subject only offered to students in Year 12. It runs in conjunction with the General Music Course, with the two being studied concurrently. Classes for Music Extension are offered **offline** on a Monday afternoon between 3.15 and 5.00pm. Students must be available for this contact time each week of the course.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration and management, music copyist, music editor, music librarian, backing musician, chamber musician, composer, conductor, stage manager music therapist and sound engineer.
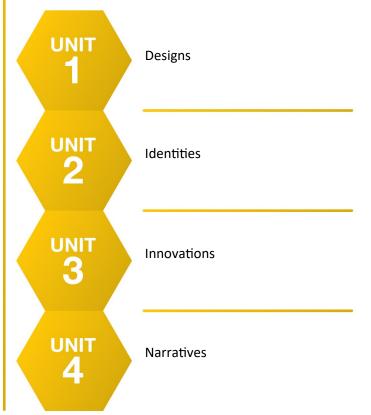
Objectives

Performance Objectives

- Apply technical skills
- Interpret music elements and concepts
- Realise music ideas

Composition Objectives

- Apply compositional devices
- Manipulate music elements and concepts
- Resolve music ideas

Musicology Objectives

- Analyse music
- Investigate music
- Synthesise information

What will I learn?

UNIT 1 — Designs

UNIT 2 — Identities

UNIT 3 — Innovations

UNIT 4 — Narratives

What will I study?

All specialisations will study:

- literacy skills
- Evaluate and examine music and ideas about music
- Express meaning, emotion or ideas about music

Assessment

Students studying Music Extension complete three pieces of internal assessment all in the one area of specialisation of their choice. These results are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Structure

Music Extension Performance

Unit 3: Explore
Summative internal assessment 1 (IA1):   20% • Performance Summative internal assessment 2 (IA2):   20% • Performance

Unit 4: Emerge
Summative internal assessment 3 (IA3):   35% • Performance and Reflection

Final Assessment
Summative external assessment (EA):   25% • Examination

Music Extension Composition

Unit 3: Explore
Summative internal assessment 1 (IA1):   20% • Composition Summative internal assessment 2 (IA2):   20% • Composition

Unit 4: Emerge
Summative internal assessment 3 (IA3):   35% • Composition and Reflection

Final Assessment
Summative external assessment (EA):   25% • Examination

Music Extension Musicology

Unit 3: Explore
Summative internal assessment 1 (IA1):   20% • Investigation Summative internal assessment 2 (IA2):   20% • Investigation

Unit 4: Emerge
Summative internal assessment 3 (IA3):   35% • Investigation and Reflection

Final Assessment
Summative external assessment (EA):   25% • Examination

Subject Entry Recommendation

To have achieved at least a C in Yr 10 Music and/ or sufficient study of music theory and performance as determined through an interview process.

Health & Physical Education
Physical Education

GENERAL SUBJECT

What is Physical Education?

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Students learn 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. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, journalism, marketing and management, sport promotion, sport development and coaching.

Objectives

Upon subject completion, students will:

- recognise and explain concepts and principles about movement

- demonstrate specialised movement sequences and movement strategies

- apply concepts to specialised movement sequences and movement strategies

- analyse and synthesise data to devise strategies about movement

- evaluate strategies about and in movement

- justify strategies about and in movement

- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

What will I learn?

UNIT 1 — Motor learning, functional anatomy, biomechanics and physical activity

UNIT 2 — Sport psychology, equity and physical activity

UNIT 3 — Tactical awareness, ethics and integrity and physical activity

UNIT 4 — Energy, fitness and training and physical activity

Health & Physical Education
Physical Education

What will I study?

Unit 1	**Motor learning, functional anatomy, biomechanics and physical activity** • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity
Unit 2	**Sport psychology, equity and physical activity** • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers
Unit 3	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity
Unit 4	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

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	
Summative internal assessment 1 (IA1): • Project—folio	25%
Summative internal assessment 2 (IA2): • Investigation—report	20%

Unit 4	
Summative internal assessment 3 (IA3): • Project—folio	30%
Summative external assessment (EA): • Examination—combination response	25%

Subject Entry Recommendation

To have achieved:

• At least a C in Yr 10 English
• At least a C in Yr 10 Physical Education or at least a B in Yr 10 Heath and Physical Education

GENERAL SUBJECT

What is Physics?

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.
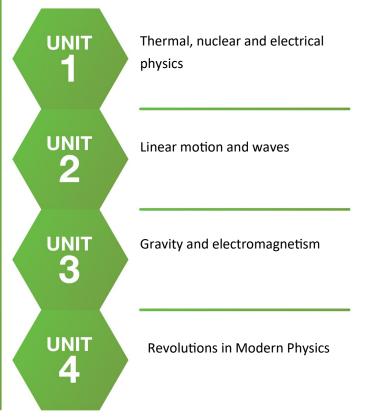
Objectives

Upon completion, students will:

- explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse and interpret evidence, and investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

What will I learn?

UNIT 1 — Thermal, nuclear and electrical physics

UNIT 2 — Linear motion and waves

UNIT 3 — Gravity and electromagnetism

UNIT 4 — Revolutions in Modern Physics

What will I study?

Unit 1	**Thermal, nuclear and electrical physics** • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits
Unit 2	**Linear motion and waves** • Linear motion and force • Waves
Unit 3	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism
Unit 4	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

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	
Summative internal assessment 1 (IA1): • Data test	10%
Summative internal assessment 2 (IA2): • Student experiment	20%

Unit 4	
Summative internal assessment 3 (IA3): • Research investigation	20%

Final Assessment	
Summative external assessment (EA): • Examination	50%

Subject Entry Recommendation

To have achieved:

- At least C in Yr 10 Core Science
- At least B in Yr 10 General Mathematics
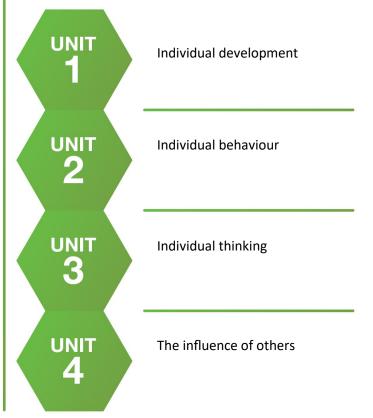- At least C in Yr 10 Mathematical Methods

Science
Psychology

GENERAL SUBJECT

What is Psychology?

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

Students examine individual development, the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorders and determine effective treatments and the contribution of emotion and motivation on individual behaviour. Students examine individual thinking and how it is determined by the brain, including perception, memory and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students examine individual thinking and how it is determined by the brain, including perception, memory and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students develop their appreciation of psychology and its use in understanding :

- contemporary issues and the complex interactions that influence human behaviour;
- understanding that psychological knowledge has developed over time and is informed by social, cultural and ethical considerations.

Pathways

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.

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse and interpret evidence and investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

What will I learn?

UNIT 1   Individual development

UNIT 2   Individual behaviour

UNIT 3   Individual thinking

UNIT 4   The influence of others

What will I study?

Unit 1	**Individual development** • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep
Unit 2	**Individual behaviour** • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation
Unit 3	**Individual Thinking** • Localisation of function in the brain • Visual perception • Memory • Learning
Unit 4	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross- cultural psychology

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	
Summative internal assessment 1 (IA1): • Data test	10%
Summative internal assessment 2 (IA2): • Student experiment	20%

Unit 4	
Summative internal assessment 3 (IA3): • Research investigation	20%

Final Assessment	
Summative external assessment (EA): • Examination	50%

Subject Entry Recommendation

To have achieved:

• At least C in Yr 10 Core Science

• At least B in Yr 10 General Mathematics

• At least C in Yr 10 General English

Christian Studies
Religion and Ethics

APPLIED SUBJECT

What is Religion and Ethics?

Religion and Ethics enhances students' understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. It recognises the varied needs and interests of students through investigating topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice. The course also explores how these topics are dealt with in various religious, spiritual and ethical traditions.

In the context of this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices; spirituality refers to a transcendent reality that connects a person with humanity and the universe. The term ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society.

Religion and Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society.

Pathways

A course of study in Religion and Ethics can establish a basis for further education and employment in any field, as it helps students develop the skills and personal attributes necessary for engaging efficiently, effectively and positively in future life roles.

Objectives

Upon subject completion, students will:

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics

- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society

- explain viewpoints and practices related to religion, beliefs and ethics.

What will I learn?

UNIT 1
Religions of the world

UNIT 2
Meaning and purpose
Service—meaning and purpose

UNIT 3
Social Justice
Good and Evil

UNIT 4
Ethics and spirituality

Christian Studies
Religion and Ethics

What will I study?

Unit 1	**Religions of the World** Students investigate one of four major world religions and develop an expo style presentation for fellow students.
Unit 2	**Meaning and Purpose** This unit explores what is the meaning of life and how faith impacts upon our search for meaning and purpose. **Service—meaning and purpose** This module explores heroes, role models and how a great servant leader can be applied to student's lives.
Unit 3	**Social Justice** Students investigate social justice issues and responses in the local, national and global communities. **Good and Evil** Students explore how good and evil is defined and how this has been shaped by religion.
Unit 4	**Ethics** Students explore social, cultural and religious factors that lead making ethical decisions. **Spirituality** Students explore how spirituality gives meaning and direction to people's lives.

Assessment

For Religion and Ethics, students are provided with opportunities in Units 1 and 2 to become familiar with the assessment techniques that will be used in Units 3 and 4. The following techniques are used:

Project

A project consists of at least two different assessable components from the following:

- written
- spoken
- multimodal
- performance
- product

At least two different components from the following:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: continuous class time

Investigation

In this assessment technique, students investigate or research a specific question or hypothesis through collection, analysis and synthesis of primary and/or secondary data obtained through research.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Extended response

An extended response requires reasoned responses to specific questions. It allows students to demonstrate their ability to use investigative and thinking skills and to formulate ideas, make judgments and reach conclusions, which are p art of the inquiry process. This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Examination

This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item on the test

Subject Entry Recommendation

There is no subject recommendations required to study this subject in Years 11 and 12.

Social Sciences
Social and Community Studies

APPLIED SUBJECT

What is Social and Community Studies?

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Objectives

Upon subject completion, students will, among others:

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills

- recognise and explain the ways life skills relate to social contexts

- explain issues and viewpoints related to social investigations

- analyse and compare viewpoints about social contexts and issues

- apply concepts and ideas to make decisions about social investigations

- plan and undertake social investigations

- appraise inquiry processes and the outcomes of social investigations.

What will I learn?

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course:

- Personal skills — Growing and developing as an individual
- Interpersonal skills — Living with and relating to other people
- Citizenship skills — Receiving from and contributing to community

What will I study?

Elective topics include:

- The Arts and the community
- Australia's place in the world
- Gender and identity
- Health: Food and nutrition
- Health: Recreation and leisure
- Into relationships
- Legally, it could be you
- Money management
- Science and technology
- Today's society
- The world of work

Assessment

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique

Project

A response to a single task, situation and/or scenario

A project consists of a product and performance component and one other component from the following:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: continuous class time
- product: continuous class time

Investigation

A response that includes locating and using information beyond students' own knowledge and the data they have been given.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Extended response

A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Examination

A response that answers a number of provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item on the test

Subject Entry Recommendation

There is no subject recommendations required to study this subject in Years 11 and 12.

Languages
Spanish

GENERAL SUBJECT

What is Spanish?

Spanish is one of the most widely spoken languages in the world. It is the official language of 21 countries and one of the official languages of the United Nations and the European Union. Spanish, English and other European languages share a common linguistic link with Latin.

Australia has strong connections through trade with Spanish-speaking nations, particularly those within the Asia-Pacific region. The Spanish language is widely spoken within the Australian community, giving students the opportunity to hear and use the language in real-life situations. Spanish speakers in Australia make significant contributions to the economic, intellectual, cultural and social affairs of the nation.

The Spanish Beginners Course provides students with language skills needed to function effectively in any of the Spanish-speaking communities around the world. It also enables them to experience and develop their understanding of the traditions and culture of these communities.

Pathways

The study of Spanish provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

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. The ability to communicate in an additional language such as Spanish is an important 21st century skill. Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development.

What will I learn?

UNIT 1
Mi mundo
My world

UNIT 2
La exploración de nuestro mundo
Exploring our world

UNIT 3
Nuestra sociedad
Our society

UNIT 4
Mi futuro
My future

What will I study?

Spanish 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.

Students should complete Units 1 and 2 before beginning Unit 3.

Units 1 and 2	• **Mi mundo/** *My world* • ***La exploración de nuestro mundo/*** *Exploring our world* Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3.
Unit 4	• ***Nuestra sociedad/*** ***Our society*** • **Mi futuro/** *My future* Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Assessment

In units 1 and 2 there are school based formative internal assessment/s. 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.

Summative assessments

Unit 3	
Summative internal assessment 1 (IA1):	15%
• Examination—short response	
Summative internal assessment 2 (IA2):	30%
• Examination—combination response	

Unit 4	
Summative internal assessment 3 (IA3):	30%
• Extended response	
Summative external assessment 2 (EA):	25%
• Examination—combination response	

Subject Entry Recommendation
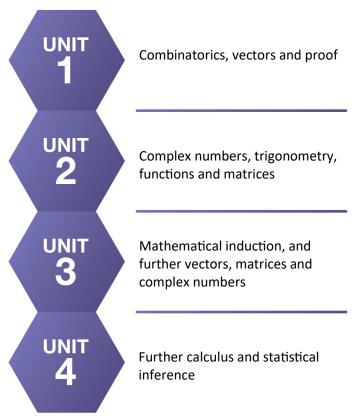
To have achieved:

• At least a C standard in Yr 10 Spanish

Mathematics
Specialist Mathematics

GENERAL SUBJECT

What is Specialist Mathematics?

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students who have an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that 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.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

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.

Objectives

Upon subject completion, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

- communicate using mathematical, statistical and everyday language and conventions

- justify procedures and decisions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

What will I learn?

UNIT 1 — Combinatorics, vectors and proof

UNIT 2 — Complex numbers, trigonometry, functions and matrices

UNIT 3 — Mathematical induction, and further vectors, matrices and complex numbers

UNIT 4 — Further calculus and statistical inference

Mathematics
Specialist Mathematics

What will I study?

Unit 1	**Combinatorics, vectors and proof** • Combinatorics • Vectors in the plane • Introduction to proof
Unit 2	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices
Unit 3	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2
Unit 4	**Further calculus and statistical inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

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	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%
Summative internal assessment 2 (IA2): • Problem-solving and modelling task	15%

Unit 4	
Summative internal assessment 3 (IA3): • Problem-solving and modelling task	15%

Final Assessment	
Summative external assessment (EA): • Examination	50%

Additional Costs

Students will require a graphical calculator for this subject which will be required to be purchased by the parent/caregiver (approx. cost $200).

Subject Entry Recommendation

To have achieved:

- At least a B in Yr 10 Mathematical Methods
- At least a C in English

Co-requisite :

- Study Yr 11 and 12 Mathematical Methods

Health & Physical Education
Sports and Recreation

APPLIED SUBJECT

What is Sports and Recreation?

Sports & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities. Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal skills to achieve goals.

Pathways

Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation & education, sports administration, community health & recreation and sport performance.

Objectives

Upon subject completion, students will:

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities

- describe concepts and ideas about sport and recreation using terminology and examples

- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities

- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities

- manage individual and group sport and recreation activities

- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities

- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities

- evaluate the effects of sport and recreation on individuals and communities

- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations

- create communications that convey meaning for particular audiences and purposes.

Health & Physical Education
Sports and Recreation

What will I learn?

UNIT 1 Community

UNIT 2 Healthy living

UNIT 3 Health and safety

UNIT 4 Personal and interpersonal skills

What will I study?

The Sport and Recreation course is designed around core and elective topics.

Core Topics
- Sport and recreation in the community
- Sport, recreation and healthy living
- Health and safety in sport and recreation activities
- Personal and interpersonal skills in sport and recreation activities

Elective Topics
- Active play and minor games
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities

Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination

Project

A response to a single task, situation and/or scenario

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: 2-4 minutes

Investigation

A response that includes locating and using information beyond students' own knowledge and the data they have been given.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Extended response

A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Performance

A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.

- 2-4 minutes*

Examination

A response that answers a number of provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item on the test

*Evidence must include annotated records that clearly identify the application of standards to performance

Subject Entry Recommendation

There is no subject recommendations required to study this subject in Years 11 and 12.

Additional Costs

For this subject there will be an additional amount of supplementary materials required to be purchased by the parent/caregiver.

Social Sciences
Tourism

APPLIED SUBJECT

What is Tourism?

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Objectives

Upon subject completion, students will, among others:

- recall terminology associated with tourism and the tourism industry
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations

What will I learn?

The Tourism course is designed around interrelated core topics and electives.

Core Topics	
	• Tourism as an industry
	• The travel experience
	• Sustainable tourism

Elective Topics	
	• Technology and tourism
	• Forms of tourism
	• Tourist destinations and attractions
	• Tourism marketing
	• Types of tourism
	• Tourism client groups

Assessment

For Tourism, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project
- one examination
- no more than two assessments from each technique.

Project:

A response to a single task, situation and/or scenario

At least two different components from the following:

- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: continuous class time
- product: continuous class time

Extended response

A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Examination

A response that answers a number of provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item on the test

Subject Entry Recommendation

There is no subject recommendations required to study this subject in Years 11 and 12.

GENERAL SUBJECT

What is Visual Arts?

Visual Art provides students with opportunities to 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.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning through the application and manipulation of diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential visual literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts.

Pathways

A 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, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.
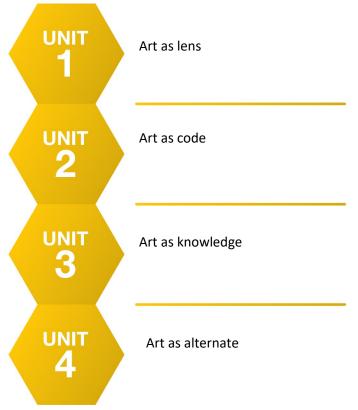
Objectives

Upon subject completion, students will:

- implement ideas and representations
- apply literacy skills
- analyse and interpret language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes, realise responses to communicate meaning.

What will I learn?

UNIT 1 — Art as lens

UNIT 2 — Art as code

UNIT 3 — Art as knowledge

UNIT 4 — Art as alternate

What will I study?

Unit 1	**Art as lens.** Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, & time-based
Unit 2	**Art as code.** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, & time-based
Unit 3	**Art as knowledge.** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed
Unit 4	**Art as alternate.** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continuation of Unit 3 student-directed focus • Media: student-directed

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
Summative internal assessment 1 (IA1):   15% • Investigation—inquiry phase 1 Summative internal assessment 2 (IA2):   25% • Project—inquiry phase 2

Unit 4
Summative internal assessment 3 (IA3):   35% • Project—inquiry phase 3

Final Assessment
Summative external assessment (EA):   25% • Examination

Subject Entry Recommendation

To have achieved:

- At least a C in Yr 10 English
- Have studied Visual Art in either Grade 8, 9 or 10

Additional Costs

For this subject there will be an additional amount of supplementary materials required to be purchased by the parent/caregiver.

SECTION D

4.0 GLOSSARY

4.1 GENERAL SYLLABUSES

4.1.1 Course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

4.1.2 Extension syllabuses course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

4.1.3 Assessment

Units 1 and 2 assessment**s**

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

<u>Units 3 and 4 assessments</u>

Students complete a total of four summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

4.1.4 Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

4.1.5 External assessment

External assessment is summative and 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 a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment

4.2 APPLIED SYLLABUSES

4.2.1 Course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

4.2.2 Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

4.2.3 Instrument-specific standards matrixes

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. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

4.2.4 Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA

The CIA is not privileged over the other summative internal assessment.

4.2.5 Summative internal assessment—instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

4.3 SENIOR EXTERNAL EXAMINATIONS

4.3.1 Course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland
- students in their final year of senior schooling who are unable to access particular subjects at their school
- adult students (people of any age not enrolled at a Queensland secondary school)
- to meet tertiary entrance or employment requirements
- for personal interest

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

4.3.2 Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: https://www.qcaa.qld.edu.au/senior/sep-calendar.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

Middle and Senior Campus
25 Henderson Road
Everton Hills QLD 4053

Enrolments enquiries
E: enrolments@princeofpeace.qld.edu.au
P: 07 3872 5710

PRINCE
of PEACE
LUTHERAN
COLLEGE