Year 11, 2026 Subject Selection Handbook









### MESSAGE FROM MRS CORETA LENNON Acting Head of Middle and Senior Campus



"At Prince of Peace, we inspire courageous learners to shape their own futures. Through personalised pathways and Christ-centred guidance, our students grow into bold, resilient leaders—ready to serve, innovate, and flourish in a changing world."

#### Welcome to your Senior Pathways at Prince of Peace Lutheran College.

At Prince of Peace Lutheran College, we are committed to equipping every student to thrive in a changing world. As a Christ-centred learning community, we seek to inspire courageous learners, support them to serve with purpose, and enable them to flourish both now and into the future.

Our Senior Years program has been intentionally designed to support the diverse aspirations of our students—whether academic, vocational, or enterprise-focused. We recognise that the future will not be one-size-fits-all, and as such, our learning pathways reflect a flexible and personalised approach. Through adaptive technologies, mentoring, and individualised guidance, students are empowered to make informed choices, pursue their passions, and develop the confidence and skills needed to navigate their own unique journey.

In line with our Strategic Plan, we are expanding partnerships with universities, industry leaders and service organisations, ensuring that students have access to real-world learning, early tertiary experiences, and practical insights into the world beyond school. These partnerships help foster critical enterprise skills and build networks that support a seamless transition from school to further education, employment, or entrepreneurial endeavours.

Our hope is that every Prince of Peace graduate leaves with more than just academic achievement—they leave as courageous, creative and resilient young adults, ready to take initiative, adapt to change, and serve their communities as global citizens.

As you explore the subject offerings in this handbook, we encourage you to think boldly, plan purposefully, and step forward with faith and confidence. Your learning journey is not just about the destination, but about becoming the person God is calling you to be.

Blessings on the journey ahead,

Coreta
Coreta Lennon
Acting Head of Senior Campus





















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Chemistry		37	Hospitality Practices	73
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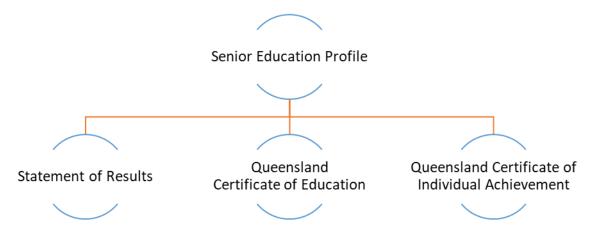
Senior external exams

4.3

#### 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:



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. These students have the option of continuing to work towards a QCE post-secondary schooling.



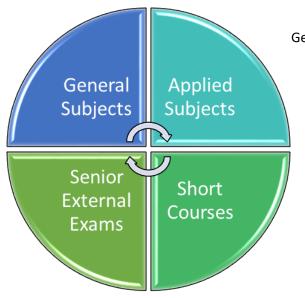






#### 1.2 TYPES OF SENIOR SUBJECTS

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 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, 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.

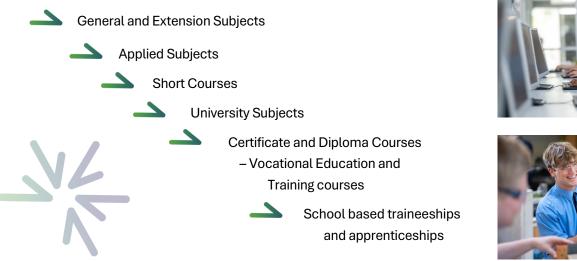


#### 2.0 CREATING YOUR PATH WITH MyPoP PATHWAY

#### 2.1 PATHWAY OPTIONS



MyPoP Pathway is the College's program to help you achieve your career goals and aspirations. It creates opportunities to help you take the first steps towards your career while still studying at school. It does this by enabling you to choose subjects and courses that will be useful as foundational subjects for more specific subjects further on in your career and/or by developing skills your future employer will value. More specifically, it does this by pulling from a wide variety of learning resources including:





### MyPoP Pathway Guide



All Pathways can lead to university study .

In addition to choosing electives, students are required to study:

- \* one English Subject
- \* one Mathematics Subject
- \* Religion & Ethics

#### 2.2 PATHWAY EXAMPLES



### Creating your unique MyPoP Pathway:

#### General, Extension and Applied Subjects

The College's full range of subjects are listed in this handbook.

#### **University Subjects**

#### **Head Start University Studies**

Students can choose one subject currently being taught at a university to study from a selection of pre-approved universities. The result from this subject can count towards entry into specific university courses and can contribute to the student's ATAR points.

#### **Certificate and Diploma Courses**

#### (Vocational Education & Training Courses,)

#### **Business Pathway**

- · Business Services
- Business

#### **Christian Ministry Pathway**

- · Christian Ministry and Theology
- Youth Worker

#### Community Services Pathway

- Justice Services
- Early Childhood Education and Care
- Aged Care
- Animal Care
- Active Volunteering

#### **Entertainment Pathway**

- Film TV and Media
- · Community Theatre
- Dance
- Events

#### **Health and Sport Pathway**

- Health Support Services
- Fitness
- Sport Coaching
- · High Performing Athletes
- Outdoor Education

#### **Technologies Pathway**

- Digital Technologies
- Information & Communication Technology
- Engineering
- Aviation
- · Hospitality and Tourism
- Electrotechnology

#### Taster Day Experiences

Students try a trade or VET pathway experience designed by our Careers Coordinator.

#### **Trade Pathway**

- Hairdressing
- Beauty
- Carpentry
- Construction
- Plumbing Services
- Electrician
- Automotive
- Landscaping
- Workplace Practices and Skills



#### 2.3 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.

#### 2.4 GENERAL AND APPLIED SUBJECTS

English & Languages	Mathematics	Science
General General English English Literature English Literature Extension (Yr 12 only) Spanish	General General Mathematics Mathematical Methods Specialist Mathematics	General Biology Chemistry Physics Psychology
HASS (Humanities, Social Sciences & Business)	Technologies	The Arts
Business Legal Studies Modern History Geography  Diploma Diploma in Business  Applied Business Studies Social & Community Studies	General  Design  Engineering  Applied  Hospitality Practices	Music Music Extension (Yr 12 only) Visual Art
Health & Physical Education	Christian Studies	
General Physical Education Certificate Cert II Coaching/ Cert III Fitness Applied Sport and Recreation	Applied Religion & Ethics	Applied Art in Practice

#### 2.5 VET CERTIFICATES AND COURSES

From 2026, students will be offered a more purposeful range of subject offerings. The offering has been strategically selected to ensure:

- Stronger alignment with emerging workforce trends, enabling students to build skills and capabilities that will serve them in life, learning and employment.
- Deeper learning opportunities, as students engage in subjects taught by staff with strong expertise, passion, and experience in their field.
- Clearer pathways, especially in senior years, as our offerings connect with vocational options, tertiary pathways, and future-focused industries.

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

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

#### 2.6 SUBJECT ENTRY RECOMMENDATIONS

YEAR 11 SUBJECT SELECTION ENTRY RECOMMENDATIONS		
Year 11 Subjects	Year 10 Subject Result	
ENGLISH & LANGUAGES		
English Literature	At least a B in Year 10 English	
English Literature Extension	At least a B in Year 11 General English or English Literature	
General English	At least a C in Year 10 English	
Spanish	At least a C standard in Year 10 Spanish	
MATHEMATICS		
Specialist Mathematics	<ul> <li>At least a B in Year 10 Mathematical Methods</li> <li>At least a C standard in Year 10 English</li> <li>Co-requisite:</li> <li>Mathematical Methods</li> </ul>	
Mathematical Methods	<ul> <li>At least a C in Year 10 English</li> <li>At least a C in Year 10 Mathematical Methods</li> </ul>	
General Mathematics	At least a C in Year 10 General Mathematics	
SCIENCE		
Biology	<ul> <li>At least a C in Year 10 Core Science</li> <li>At least a C in Year 10 General Mathematics</li> <li>At least a C in Year 10 Mathematical Methods</li> </ul>	
Chemistry	<ul> <li>At least a C in Year 10 Core Science</li> <li>At least a B in Year 10 General Mathematics</li> <li>At least a C in Year 10 Mathematical Methods</li> </ul>	
Physics	<ul> <li>At least a C in Year 10 Core Science</li> <li>At least a B in Year 10 General Mathematics</li> <li>At least a C in Year 10 Mathematical Methods</li> </ul>	
Psychology	<ul> <li>At least a C in Year 10 Core Science</li> <li>At least a C in Year 10 General English</li> <li>At least a C in Year 10 General Mathematics</li> </ul>	

YEAR 11 SUBJECT SELECTION ENTRY RECOMMENDATIONS		
Year 11 Subjects Year 10 Subject Result		
ARTS		
Arts in Practice	No prerequisite required	
Music	<ul> <li>At least a C in Year 10 Music and/ or</li> <li>Sufficient study of music theory and performance as determined through an interview</li> </ul>	
Music Extension	At least a B in Music Yr 11	
Visual Art	<ul> <li>At least a C in Year 10 English</li> <li>Studied Visual Art in either Year 9 or 10</li> </ul>	
HUMANITIES & SOCIAL SCIENCES & BUSINESS (HASS)		
Business	No prerequisite required	
Business Studies	No prerequisite required	
Diploma of Business	No prerequisite required	
Geography	No prerequisite required	
Legal Studies	At least a B in Year 10 English	
Modern History	At least a B in Year 10 English	
Social & Community Studies	No prerequisite required	

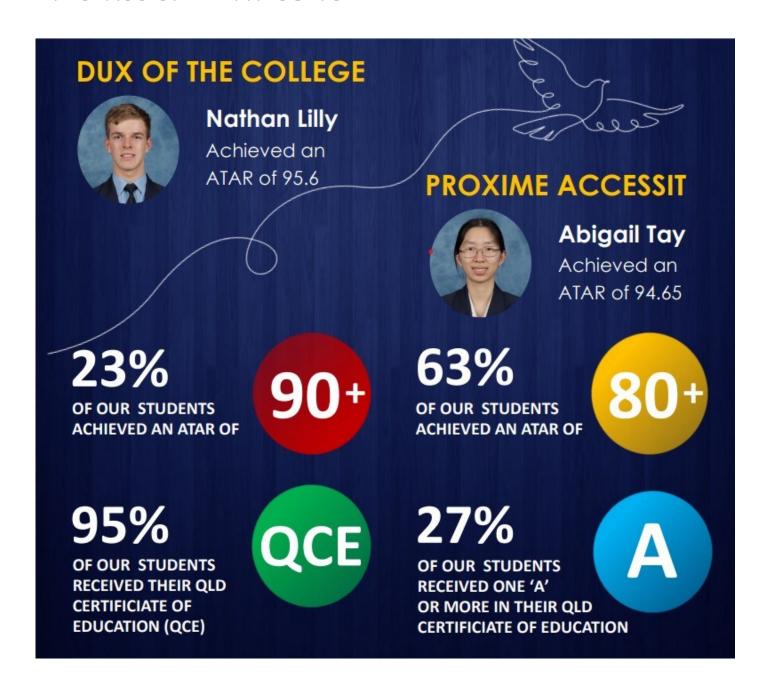
YEAR 11 SUBJECT SELECTION ENTRY RECOMMENDATIONS		
Year 11 Subjects Year 10 Subject Result		
DESIGN		
Design	<ul> <li>At least a C in Year 10 English</li> <li>At least a C in prior technology subject</li> </ul>	
Engineering	<ul> <li>At least a C in Year 10 Core Science</li> <li>At least a B in Year 10 General Mathematics</li> <li>At least a C in Year 10 Mathematical Methods</li> <li>At least a C in Year 10 Engineering</li> </ul>	
Hospitality Practices	No prerequisite required	
HEALTH AND PHYSICAL EDUCATION		
Physical Education	<ul> <li>At least a C in Yr 10 English</li> <li>At least a C in Yr 10 Physical Education or</li> <li>At least a C in Yr 10 Heath and Physical Education</li> </ul>	
Cert II Sports Coaching/ Cert III Fitness	No prerequisite required	
Sports and Recreation	No prerequisite required	
CHRISTIAN STUDIES		
Religion and Ethics	No prerequisite required	

#### 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 & SPECIALIST TEACHERS	SUBJECTS		
Christian Studies	Sharon Grimes sgrimes@princeofpeace.qld.edu.au	Religion and Ethics		
Mathematics	Ashoo Rajput arajput@princeofpeace.qld.edu.au	Specialist Mathematics (G) Mathematical Methods (G) General Mathematics (G)		
Science	Ashoo Rajput arajput@princeofpeace.qld.edu.au	Biology (G) Chemistry (G) Physics (G) Psychology (G)		
English & Languages	Danielle Moore dmoore@princeofpeace.qld.edu.au	English Literature (G) English Literature Extension (G) - Yr 12 only General English (G) Spanish (G)		
HASS Humanities & Social Services & Business	Katrina Voss kvoss@princeofpeace.qld.edu.au	Business (G) Business Studies (A) Diploma of Business Geography (G) Legal Studies (G) Modern History (G) Social & Community Studies (A)		
The Arts	Linda Brady (Music) Ibrady@princeofpeace.qld.edu.au	Art in Practice (A) Music (G) Music Extension (G) <i>Year 12 only</i> Visual Art (G)		
Health and Physical Education	Casey Veentjer cveentjer@princeofpeace.qld.edu.au	Physical Education (G) Cert II Coaching/ Cert III Fitness Sport & Recreation (A)		
Design	Michael Gauldie (Design)  mgauldie@princeofpeace.qld.edu.au  Julie Grosas (Hospitality)  jgrosas@princeofpeace.qld.edu.au	Design (G) Engineering (G) Hospitality Practices (A)		

#### 2.8 CLASS OF 2024 RESULTS



#### 3.0 GENERAL AND APPLIED SUBJECTS







### **Mathematics**













# **English** English Literature

#### **GENERAL SUBJECT**

#### What is Literature?

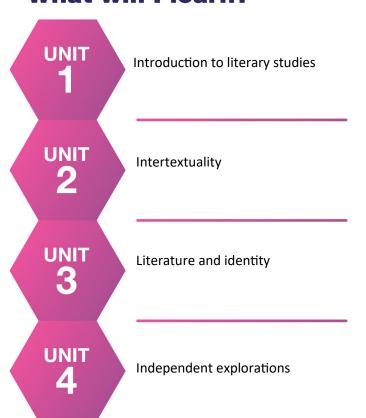
The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of 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?





# **English** English Literature

#### **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

#### **Career Pathways**

- English Teacher / Lecturer
- Writer / Novelist / Poet
- Journalist / Editor
- Media or Communications Officer
- Content Creator / Copywriter
- Public Relations Specialist

#### **Skill Development**

- Critical thinking and analysis
- Advanced writing and editing
- Argument construction
- Interpretation of language and meaning
- Communication and collaboration

#### What will I study?

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





#### What will I study?

Unit 3	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	<ul> <li>Independent explorations</li> <li>Dynamic nature of literary interpretation</li> <li>Close examination of style, structure and subject matter</li> <li>Creating analytical and imaginative texts</li> </ul>

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

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

#### **Subject Entry Recommendation**

To have achieved:

• At least B in Yr 10 English



# English English Literature Extension (Year 12 only)

#### **Career Pathways**

- English Teacher / Educator
- Journalist / News Reporter
- Writer / Novelist / Poet
- Communications Officer
- Academic / Researcher

### 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.

#### **Skill Development**

- Advanced reading and text analysis
- Academic and creative writing
- Argument construction and persuasive writing
- Critical thinking and interpretation
- Oral communication and discussion

#### 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 11 English or English Literature.



# **English**General English

#### **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

#### **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 openmindedness, 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

Perspectives and texts

**2** 

Texts and culture

3

**Textual connections** 

**4** 

Close study of literary texts





#### What will I study?

Unit 1	<ul> <li>Examining and creating perspectives in texts</li> <li>Responding to a variety of non -literary and literary texts</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>
Unit 2	Texts and culture
	<ul> <li>Examining and shaping representations of culture in texts</li> </ul>
	<ul> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> </ul>
	<ul> <li>Creating imaginative and analytic texts</li> </ul>
Unit 3	Textual connections
	<ul> <li>Exploring connections between texts</li> </ul>
	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
	<ul> <li>Engaging with literary texts from diverse times and places</li> </ul>
	<ul> <li>Responding to literary texts creatively and critically</li> </ul>
	<ul> <li>Creating imaginative and analytical texts</li> </ul>

#### **Career Pathways**

- Teacher (with further study)
- Marketing or Communications Officer
- Police Officer / Criminologist
- Public Relations Specialist

#### **Skill Development**

- Clear and effective communication
- Essay writing and structured argument
- Text analysis and interpretation
- Speaking and presentation skills
- Critical thinking and problem-solving

#### 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).

Unit 3	
Summative internal assessment 1 (IA1):	25%
Extended response—written re- sponse for a public audience	
Summative internal assessment 2 (IA2):	25%
Extended response—persuasive spoken response	

Unit 4	
Summative internal assessment 3 (IA3):	25%
<ul> <li>Extended response—imaginative written response</li> </ul>	
Summative external assessment (EA):	25%
Examination—analytical written	

#### **Subject Entry Recommendation**

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



#### **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.

#### **Career Pathways**

- Interpreter / Translator
- Diplomat / Embassy or Consular Staff
- International Aid / NGO Officer
- Spanish Teacher / Language Tutor
- Cultural Exchange Program Coordinator

### Languages Spanish

#### **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 21<sup>st</sup> 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

**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.

Mi mundo/ My world Units 1 and 2 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. Nuestra sociedad/ Unit 3 and 4 **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.

#### **Skill Development**

- Spoken and written communication in Spanish
- Cross-cultural communication
- Global awareness and cultural empathy
- Listening and memory skills
- Adaptability in diverse environments

#### **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):  • Examination—short response	15%
Summative internal assessment 2 (IA2):  • Examination—combination response	30%

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

#### **Subject Entry Recommendation**

To have achieved:

• At least a C standard in Yr 10 Spanish



**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.

# **Mathematics**Specialist Mathematics

#### **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?

иміт **1** 

Combinatorics, vectors and proof

**2** 

Complex numbers, trigonometry, functions and matrices

UNIT 3

Mathematical induction, and further vectors, matrices and complex numbers

**4** 

Further calculus and statistical inference



# **Mathematics**Specialist Mathematics

#### What will I study?

Unit 1	<ul> <li>Combinatorics, vectors and proof</li> <li>Combinatorics</li> <li>Vectors in the plane</li> <li>Introduction to proof</li> </ul>
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

#### **Career Pathways**

- Engineer (civil, electrical, mechanical, aerospace, etc.)
- Mathematician / Statistician
- Data Scientist / Analyst
- Physicist
- Economist (Mathematical/Statistical focus)
- Secondary Mathematics Teacher

#### **Skill Development**

- Advanced mathematical reasoning
- Logical and abstract thinking
- Problem-solving and modelling
- Analytical thinking and precision

#### **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).

See over page for details.

#### **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).



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

#### Co-requisite:

Study Yr 11 and 12 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.

### **Mathematics**Mathematical Methods

#### **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?

Algebra, statistics and functions

UNIT
2
Calculus and further functions

Further calculus

Further functions and statistics



# **Mathematics**Mathematical Methods

#### What will I study?

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

#### **Career Pathways**

- Engineer (civil, electrical, mechanical, etc.)
- Software Developer / IT Specialist
- Physicist
- Data Analyst
- Mathematics Teacher (with further study)

#### **Skill Development**

- Algebra and calculus for modelling change
- Probability and statistics for interpreting data
- Analytical problem-solving
- Logical reasoning and abstract thinking
- Mathematical modelling of real-world systems

#### **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).

See over page for details.



# **Mathematics**Mathematical Methods

#### **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):

• Examination

#### **Subject Entry Recommendation**

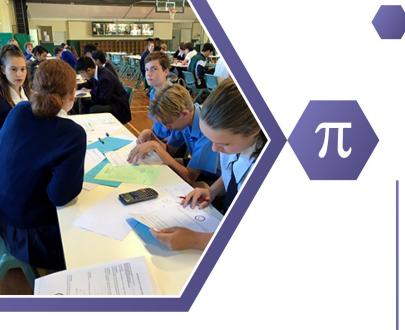
To have achieved:

- 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).

50%



#### **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.

### **Mathematics**General Mathematics

#### **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

**2** 

Applied trigonometry, algebra, matrices and univariate data

**3** 

Bivariate data, sequences and change, and Earth geometry

**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	<ul> <li>Applied trigonometry, algebra, matrices and univariate data</li> <li>Applications of trigonometry</li> <li>Algebra and matrices</li> <li>Univariate data analysis</li> </ul>
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	<ul> <li>Investing and networking</li> <li>Loans, investments and annuities</li> <li>Graphs and networks</li> <li>Networks and decision mathematics</li> </ul>

#### **Career Pathways**

- Police Officer
- Primary School or Early Childhood Teacher
- Bank Teller / Financial Services Assistant
- Data Entry Officer

#### **Skill Development**

- Financial maths (e.g. budgeting, loans)
- Statistics and data analysis
- Measurement and geometry
- Problem-solving and logical reasoning
- Planning and interpreting practical problems

#### **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).

See over page for details.

#### **Subject Entry Recommendation**

To have achieved:

• At least a C in Yr 10 General Mathematics



### **Mathematics**General Mathematics

#### **Summative assessments**

Unit 3	
Summative internal assessment 1 (IA1):	20%
<ul> <li>Problem-solving and modelling task</li> </ul>	
Summative internal assessment 2 (IA2):	15%
<ul> <li>Problem-solving and modelling task</li> </ul>	

Unit 4	
Summative internal assessment 3 (IA3):	15%
<ul> <li>Problem-solving and modelling task</li> </ul>	

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

#### **Subject Entry Recommendation**

To have achieved:

• At least a C in Yr 10 General Mathematics





### 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

**2** 

Maintaining the internal environment

3

Biodiversity and the interconnectedness of life

UNIT **4** 

Heredity and continuity of life





#### What will I study?

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

#### **Career Pathways**

- Doctor / Nurse / Paramedic
- Physiotherapist / Occupational Therapist
- Biomedical Scientist / Laboratory Technician
- Geneticist / Biotechnologist
- Environmental Scientist / Ecologist
- Pharmacist
- Science Teacher / Educator
- Public Health Officer / Epidemiologist

#### **Skill Development**

- Scientific thinking and investigation
- Laboratory and experimental skills
- Understanding of biological systems
- Analytical and problem-solving skills
- Data interpretation and research skills

#### 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):	10%
Data test	
Summative internal assessment 2 (IA2):	20%
Student experiment	

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

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

#### **Subject Entry Recommendation**

To have achieved:

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





# **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

**2** 

Molecular interactions and reactions

**3** 

Equilibrium, acids and redox reactions

**UNIT 4** 

Structure, synthesis and design





#### What will I study?

Unit 1	<ul> <li>Chemical fundamentals —         <ul> <li>structure, properties and reactions</li> </ul> </li> <li>Properties and structure         of atoms</li> <li>Properties and structure         of materials</li> <li>Chemical reactions —         reactants, products and         energy change</li> </ul>
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	<ul> <li>Structure, synthesis and design</li> <li>Properties and structure of organic materials</li> <li>Chemical synthesis and design</li> </ul>

#### **Career Pathways**

- Pharmacist / Pharmacologist
- Doctor / Nurse / Dentist / Veterinarian
- Chemical Engineer
- Biochemist
- Forensic Scientist
- Materials Scientist
- Environmental Chemist
- Science Teacher / Laboratory Technician
- Food Scientist
- Cosmetic Chemist

#### **Skill Development**

- Laboratory and experimental techniques
- Scientific investigation and analysis
- Problem-solving using quantitative data
- Understanding of matter, energy, and chemical 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): 10%

Data test

Summative internal assessment 2 (IA2): 20%

• Student experiment

#### I Init 4

Summative internal assessment 3 (IA3): 20%

• Research investigation

#### **Final Assessment**

Summative external assessment (EA): 50%

• Examination

#### **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





### Science Physics

#### **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?

**1** 

Thermal, nuclear and electrical physics

**2** 

Linear motion and waves

**3** 

Gravity and electromagnetism

UNIT **4** 

**Revolutions in Modern Physics** 



# **Science**Physics

#### What will I study?

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

#### **Career Pathways**

- Engineer (civil, mechanical, electrical, aerospace, biomedical)
- Physicist / Astrophysicist
- Science or Physics Teacher
- Research Scientist (e.g., in energy, space, materials)
- Environmental Analyst
- Mathematician / Statistician
- Defence Forces Technical Roles

#### **Skill Development**

- Scientific and mathematical reasoning
- Quantitative data analysis and modelling
- Critical thinking and abstract problem-solving
- Laboratory and technical investigation skills
- Application of physics to real-world systems and technologies

#### 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):	10%
Data test	
Summative internal assessment 2 (IA2):	20%
Student experiment	
` '	20%

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

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

#### **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



### 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.

# **Science** Psychology

#### **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 Individual development

UNIT Individual behaviour

UNIT Individual thinking

UNIT The influence of others





#### What will I study?

Unit 1	Individual development		
	The role of the brain		
	Cognitive development		
	Human consciousness		
	and sleep		
Unit 2	Individual behaviour		
	• Intelligence		
	• Diagnosis		
	<ul> <li>Psychological disorders</li> </ul>		
	and treatments		
	Emotion and motivation		
Unit 3	Individual Thinking		
	Brain Function		
	Sensation and perception		
	• Memory		
	• Learning		
Unit 4	The influence of others		
Offic 4	Social psychology		
	Interpersonal		
	processes		
	Attitudes		
	Cross- cultural		
	psychology		

#### **Career Pathways**

- Engineer (civil, mechanical, electrical, aerospace, biomedical)
- Physicist / Astrophysicist
- Science or Physics Teacher
- Research Scientist (e.g., in energy, space, materials)
- Environmental Analyst
- Mathematician / Statistician
- Defence Forces Technical Roles

#### **Skill Development**

- Scientific and mathematical reasoning
- Quantitative data analysis and modelling
- Critical thinking and abstract problem-solving
- Laboratory and technical investigation skills
- Application of physics to real-world systems and technologies

#### **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):	10%
Data test	
Summative internal assessment 2 (IA2):	20%
Student experiment	

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

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

#### **Subject Entry Recommendation**

To have achieved:

- At least C in Yr 10 Core Science
- At least C in Yr 10 General Mathematics
- At least C in Yr 10 General English



## The Arts Arts in Practice

### APPLIED SUBJECT What is Arts in Practice?

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Arts in Practice students embrace studies in and across the visual, performing and media arts – Dance, Drama, Media Arts, Music, and Visual arts. These disciplines, though distinct, are often integrated in authentic, contemporary art-making.

#### **Career Pathways**

Visual Artist (painter, designer, illustrator)

Media Creator (photographer, videographer, content creator)

Event or Festival Assistant
Community Arts Worker

Creative Freelancer or Entrepreneur

#### **Skill Development**

- Creative thinking and problem-solving
- Collaboration and teamwork
- Communication across art forms
- Project planning and evaluation
- Cultural and community awareness
- Using media, technology, and art techniques

#### **Objectives**

In this course, students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals. Through this process, students will be able to demonstrate the following objectives:

- Use techniques, skills, technologies and/or media
- Plan arts works in
  - local, state, national or global contexts and purposes
  - cultural contexts and reflecting community identity
  - response to a brief (conditions, rules or directions).
- Communicate ideas in arts works
  - that comment on civic, political and/or social issues.
  - for a community celebration or event.
  - that meet client needs and/or specified conditions.
- Evaluate arts works in relation to specific contexts and purposes.



## The Arts Arts in Practice

#### What will I study?

Unit 1	In this unit, students respond to current issues to create and present arts works that comment on an issue for a specified audience.  Through two or more arts disciplines, students demonstrate creative thinking skills to make works that impart knowledge and call audiences to act.
Unit 2	Celebration In this unit, students consider cultural perspectives and identities to create and present arts works that respond to community events. Students reflect on ways a sense of identity and belonging is conveyed through the arts and use two or more arts disciplines to build their own awareness of cultural and community celebrations.
Unit 3	Clients In this unit, students engage with clients in the local community to create and present arts works in response to conditions set by external stakeholders. They work collaboratively with clients to develop concepts for arts works in two or more arts disciplines that meet clients' needs and expectations.
Unit 4	Showcase In this unit, students respond to the works of professional artists to generate and

present their own arts works that reflect

Through two or more arts disciplines,

students develop critical thinking skills

and self-awareness while exploring arts

their artistic identity.

careers and pathways.

#### Assessment

The school devises assessments in Units 1 and 2 to suit our local context.

In Units 3 and 4 students complete four pieces of assessment. Students will receive an overall subject result (A–E).

Assessments

Unit1/3	
A1 - Individual Project: students plan, make and evaluate an arts work, demonstrating at least two arts disciplines.	15%
A2 – Performance or Product: students make an arts work either individually or collaboratively, demonstrating at least two arts disciplines	15%

Unit 2/4	
B1 - Individual Project: students plan, make and evaluate an arts work, demon- strating at least two arts disciplines.	30%
B2 - Performance or Product: students make an arts work either individually or collaboratively, demonstrating at least two arts disciplines	30%

#### **Subject Entry Recommendation**

This subject is ideal for students not electing to pursue an ATAR pathway, who have experience or interest in some aspect of the arts either inside or outside of the classroom. Students who dance, play in an ensemble or contribute to PoP Productions would be ideally placed for this course. It is important to note that ALL of the assessments require students to engage in TWO or more of the arts disciplines, something which creates a unique and appealing alternative. Also students can craft individual tasks to overlap with activities they are already engaged in both at school and in the broader community.



#### GENERAL SUBJECT

#### What is Music?

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

Music fosters creative and expressive communication.

Students develop highly transferable skills and the capacity for flexible thinking and doing, in order to work both independently and collaboratively.

Music is unique in its 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.

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.

# The Arts Music

#### **Objectives**

Upon completion, students will:

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas and
- resolve music ideas

#### What will I learn?

UNIT Designs

UNIT 2 Identities

UNIT 3 Innovations

Narratives
4



### The Arts Music

#### What will I study?

Unit 1	Designs  How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?
Unit 2	Identities  How do musicians use their 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  How do musicians incorporate innovative music practices to communicate meaning when performing and composing?
Unit 4	Narratives  How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

#### **Career Pathways**

- Musician (Performer / Composer)
- Music Teacher (School or Private)
- Music Producer
- Music Director / Conductor
- Songwriter / Lyricist

#### **Skill Development**

- Creativity and Artistic Expression
- Performance and Presentation Skills
- Collaboration and Teamwork
- Active Listening and Aural Discrimination
- Music Theory and Composition

#### **Assessment**

The school devises assessments in Units 1 and 2 to suit our 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?

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.

Note: In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations —

- · Composition,
- Musicology and
- Performance.

The Music Extension syllabi provide an opportunity for students with specific abilities or interest in music to concentrate their expertise. It is designed for students to specialise in one of the three areas of the General Music course: 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.

# The Arts Music Extension (Year 12 only)

There is no requirement for students to have reached a prescribed level of skill in their chosen specialisation prior to commencing this course. Particularly in the performance specialisation, the program of repertoire should allow students to demonstrate the objectives and be commensurate with their technical capabilities to ensure that the technical demands of repertoire do not prevent students from engaging cognitively, physically and emotionally with the music.

Music Extension is a 1 year ATAR subject only offered to students in Year 12. It and runs in conjunction with the General Music Course, the two being studied concurrently. Students would normally replace a subject in their year 12 course with one of the three Music Extension subject options (Performance, Composition OR Musicology).

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. Through a gradual release of responsibility model, students work with a teacher / mentor as they develop expertise in their area of specialisation and work towards becoming independent learners.

#### **Common Objects (for all specialisations)**

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

- Analyse music
- Apply literacy skills
- Evaluate music

#### **Performance Objectives**

Students will also:

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



# The Arts Music Extension (Year 12 only)

#### **Common Objects (for all specialisations)**

#### **Composition Objectives**

#### Students will also:

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

#### **Musicology Objectives**

#### Students will also:

- Analyse music
- Investigate music
- Synthesise information

#### **Career Pathways**

- Professional Musician (Performer / Composer)
- Music Educator (Secondary or Tertiary)
- Composer for Film, TV, or Games
- Music Producer / Director

#### **Skill Development**

- Advanced Performance or Compositional Techniques
- Musical Interpretation and Expression
- Music Analysis and Research Skills
- Collaboration and Ensemble Skills

#### **Subject Entry Recommendation/ Suggested:**

Current 12 music student

#### Assessment

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

#### **Music Extension Performance**

#### **Unit 3: Explore**

Performance (IA1):

20%

- Up to 6 minutes of performance
- 500 word statement of intent (or equivalent)

Performance (IA2):

20%

- Up to 6 minutes of performance
- 500 word statement of intent (or equivalent)

#### **Unit 4: Emerge**

Performance and Reflection (IA3):

35%

- Up to 8 minutes of performance
- 500 word statement of intent (or equivalent)
- 500 word reflective statement (or equivalent)

#### **Final Assessment**

External assessment (EA):

25%

Examination



# The Arts Music Extension (Year 12 only)

35%

#### **Music Extension Composition**

### Unit 3: Explore

Composition (IA1):

20%

- At least 2 minutes of performance
- 500 word statement of intent (or equivalent)

Composition (IA2):

20%

- At least 2 minutes of performance
- 500 word statement of intent (or equivalent)

#### **Unit 4: Emerge**

Composition and Reflection (IA3):

35%

- At least 3 minutes of composition
- 500 word statement of intent (or equivalent)
- 500 word reflective statement (or equivalent)

#### **Final Assessment**

External assessment (EA):

25%

Examination

### Music Extension Musicology (details for 2026 syllabus TBC)

Unit 3: Explore	
Investigation (IA1):	20%
Investigation (IA2):	20%

#### **Unit 4: Emerge**

Investigation and Reflection (IA3):

**Final Assessment** 

External assessment (EA): 25%

Examination

#### **Pathways**

A course of study in Music can establish a basis for further education and employment within:

- arts administration and management: booking agent, copyright / royalties manager, music accountant, orchestra manager, production music manager, studio manager, tour manager, venue manager
- communication: music copyist, music editor, music librarian, print music manager, sound archivist, musicologist, music journalist
- <u>education:</u> arts educator, instrumental teacher, university music academic
- <u>creative industries</u>: backing musician, chamber musician, composer, conductor, creative entrepreneur, instrument repairer, music director, performer, presenter, recording engineer, repetiteur, stage manager
- <u>public relations:</u> creative director, music lawyer, music merchandiser
- sciences and technology: music therapist, music video director, new media artist, producer, programmer, sound engineer



#### 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.

# The Arts Visual Art

#### **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 Art as lens

UNIT 2 Art as code

UNIT 3 Art as knowledge

UNIT 4 Art as alternate





#### What will I study?

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

#### **Career Pathways**

- Visual Artist (Painter, Sculptor, Illustrator)
- Art Teacher / Educator
- Animator
- Art Therapist

#### **Skill Development**

- Creativity and Original Thinking
- Visual Communication
- Technical Skills in Various Media (e.g., drawing, painting, sculpture)
- Observation and Interpretation
- Critical Thinking and Art Analysis

#### **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



# The Arts Visual Art

#### **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.



# **HASS**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?

Business creation

UNIT
Business growth

Business diversification

UNIT
Business evolution





#### What will I study?

Unit 1	<ul> <li>Business creation</li> <li>Fundamentals of business</li> <li>Creation of business ideas</li> </ul>
Unit 2	<ul><li>Business growth</li><li>Establishment of a business</li><li>Entering markets</li></ul>
Unit 3	<ul> <li>Business diversification</li> <li>Competitive markets</li> <li>Strategic development</li> </ul>
Unit 4	<ul> <li>Business evolution</li> <li>Repositioning a business</li> <li>Transformation of a business</li> </ul>

#### **Career Pathways**

- Marketing Manager / Digital Marketer
- Business Analyst
- Accountant / Auditor
- Human Resources Manager
- Entrepreneur / Small Business Owner
- Financial Planner / Investment Advisor

#### **Skill Development**

- Informed decision-making
- Creative problem-solving
- Effective communication skills
- Critical and analytical thinking
- Strategic and forward planning

#### 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%
<ul> <li>Examination—combination response</li> </ul>	
Summative internal assessment 2 (IA2):  • Extended response - Business	25%

Unit 4	
Summative internal assessment 3 (IA3):	25%
<ul> <li>Extended response—feasibility report</li> </ul>	
Summative external assessment (EA):	25%
Examination—combination	
response	

#### **Subject Entry Recommendation**

No prior learning or prerequisite required.



#### **APPLIED SUBJECT**

#### What is Business Studies?

Business Studies focuses on the practical application of business knowledge and skills to real-life situations. The subject equips students with the tools to understand how businesses operate, make decisions, solve problems, and adapt in a constantly changing commercial environment. It also develops students' confidence to participate in the workforce, manage finances, and explore entrepreneurial opportunities.

Through engaging, hands-on learning experiences, students will:

- Explore the role of businesses in the community and the economy
- Develop financial literacy and apply consumer decision-making skills
- Investigate workplace rights, responsibilities and expectations
- Develop communication, teamwork and planning skills
- Analyse case studies and apply problem-solving strategies in business contexts.

# **HASS**Business Studies

#### **Objectives**

Upon completion, students will:

- Explain business concepts, processes and practices using correct terminology across real-world contexts.
- Interpret and analyse business information to identify features and relationships in business situations.
- Apply business knowledge to evaluate options and propose workable solutions to business problems.
- Communicate ideas and findings clearly using appropriate modes for specific audiences and purposes.
- Reflect on business projects and propose realistic improvements to plans, actions and outcomes.
- Participate in practical business activities that build transferable workplace and entrepreneurial skills.
- Engage confidently with the business world as informed, capable and responsible participants or employees.

### What will I learn?

UNIT
2
Financial Life

UNIT
3
The Business of Work

UNIT
4
Events, Marketing and Promotions



# **HASS**Business Studies

#### **Course Overview**

Please note: Schools tailor elective units based on student interest and cohort needs. The following is a sample sequence.

Unit 1	Being Enterprising
	Characteristics of enterprising individuals
	<ul> <li>Exploring small business and entrepreneurial activities</li> </ul>
	Planning and pitching business ideas
Unit 2	Financial Life
	<ul> <li>Budgeting, saving and spending decisions</li> </ul>
	Personal finance and managing debt
	Making informed consumer choices
Unit 3	The Business of Work
	Workplace laws and employment conditions
	Job applications, résumés and interviews
	Employer expectations and employee rights
Unit 4	Business evolution
	<ul> <li>Designing and promoting a business or community event</li> </ul>
	<ul> <li>Planning marketing strategies</li> </ul>
	Working in teams to deliver a real or simulated event

#### **Career Pathways**

Business Studies is suited to students interested in practical learning and pathways leading to further education, training or employment. It supports career options in:

- · Retail, hospitality and tourism
- Administration and customer service
- Entrepreneurship and small business
- Banking and finance
- Marketing and sales
- · Event planning and business operations

#### **Skill Development**

- Financial literacy (budgeting, saving, spending)
- Interpreting financial documents (e.g. profit/loss statements)
- Business planning and strategy development
- Entrepreneurial thinking and innovation
- Understanding supply, demand, and markets
- Economic decision-making
- Communication and presentation skills

#### **Assessment**

Assessment is school-developed and includes a variety of response formats suited to practical and business-related tasks.

#### Unit 3

IA1: Extended response — spoken/signed response

IA2: Common Internal Assessment (CIA) — short response examination

#### Unit 4

IA3: Extended response — multimodal response

IA4: Extended response — written response

#### **Subject Entry Recommendation**

No prerequisites or prior learning are required. This subject is open to all students in Years 11 and 12.



### CERTIFICATE COURSE

#### What is a Diploma in Business?

This comprehensive Business course is designed for future business leaders and entrepreneurs. This qualification is suited to students who are ready to develop their supervisory, decision-making and problem-solving skills across a range of business functions.

Throughout their studies in this course, students will discover how to develop and implement successful business, project and marketing plans; lead teams and manage meetings and projects; identify and pursue business opportunities and work effectively alongside others in the workplace.

#### **Career Pathway**

Possible employment pathways include:

- Small business or start-up owner / Entrepreneur
- Executive Officer / Administrator
- Business Development Manager / Project Coordinator / Project Consultant
- Business Sales Team Leader

#### **Further Education and Career Advancement**

A Diploma of Business offers multiple pathways for further study and career opportunities. It can lead to a bachelor's degree in Business, Commerce, or related fields, often with credit for completed diploma units.

# **HASS**Diploma in Business

#### **Core Units**

- Develop critical thinking in others
- Manage budgets and financial plans
- Manage business resources
- · Develop workplace policies
- Lead communication in the workforce

#### **Elective Units**

- Undertake project work
- Manage meetings
- Manage team effectiveness
- Identify and evaluate marketing opportunities
- Manage organisational customer service
- Write persuasive copy
- Implement continuous improvement

#### **Subject Entry Recommendation**

No prerequisites or prior learning are required.



#### **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.

# **HASS**Geography

#### **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

#### **Career Pathways**

- Urban Design / Town Planner / Architecture
- GIS Analyst / Spatial Scientist
- Environmental Consultant
- Defence Intelligence Officer / Geospatial Specialist
- Demographer / Data Analyst
- Sustainability Officer / Policy Advisor

#### What will I learn?

UNIT 1

Responding to risk and vulnerability in hazard zones

**2** 

Planning sustainable places

**3** 

Responding to land cover transformations

**U**NIT **4** 

Managing population change





#### Skill development

- Advanced spatial analysis and interpretation
- Critical evaluation of geographic data
- Independent research and investigative skills
- Sophisticated report writing and presentation
- Informed decision-making based on evidence

#### What will I study?

Unit 1	Responding to risk and vulnerability in hazard zones  Natural hazard zones  Ecological hazard zones
Unit 2	<ul> <li>Planning sustainable places</li> <li>Responding to challenges facing a place in Australia</li> <li>Managing the challenges facing a megacity</li> </ul>
Unit 3	Responding to land cover transformations  • Land cover transformations and climate change  • Responding to local land cover transformations

#### **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**

No prior learning or prerequisite required.



#### **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.

# **HASS**Legal Studies

#### **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.

#### **Career Pathway**

- Lawyer/Attorney
- Policy Advisor
- In-House Legal Counsel
- Human Rights Advocate
- Compliance or Risk Manager
- · Academic, University Lecturer or Teacher

#### What will I learn?

UNIT 1

Balance of probabilities

**2** 

Law, governance and change

UNIT 3

Beyond reasonable doubt

**UNIT 4** 

Human rights in legal contexts



# **HASS**Legal Studies

#### What will I study?

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

#### **Skill development**

- Critical analysis of sources
- Research and evaluation
- Justification of ideas and arguments
- Understanding historical contexts
- Effective written and oral communication

#### **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%
<ul> <li>Examination—combination response</li> </ul>	
Summative internal assessment 2 (IA2):  • Investigation—inquiry report	25%

Unit 4	
Summative internal assessment 3 (IA3):	25%
<ul> <li>Investigation— analytical essay</li> </ul>	
Summative external assessment (EA):	25%
<ul> <li>Examination—combination response</li> </ul>	

#### **Subject Entry Recommendation**

To have achieved:

• At least a B in Yr 10 English



**Objectives** 

Upon subject completion, students will:

- · comprehend terms, concepts and issues
- devise historical questions and conduct research

**HASS** 

**Modern History** 

- 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.

#### **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.

#### What will I learn?

UNIT 1

Ideas in the modern world

**2** 

Movements in the modern world

**3** 

National experiences in the modern world

UNIT **4** 

International experiences in the modern world





#### What will I study?

Unit 1	Ideas in the modern world
	<ul> <li>French Revolution,</li> </ul>
	1789–1799
	Australian Frontier Wars
	1788-1930
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
ome 5	modern world
	• Israel,1948–1993
	<ul> <li>Germany,1914–1945</li> </ul>
Unit 4	International experiences in the
	modern world
	Terrorism, anti-terrorism and
	counter-terrorism since 1984
	Topic chosen by QCAA
	.,

#### **Career Pathways**

- Historian / Researcher
- Archivist / Curator
- Teacher / Lecturer
- Journalist / Media Analyst
- Policy Advisor / Diplomatic Service
- Museum or Heritage Manager

#### **Skill Development**

- Critical analysis of sources
- Research and evaluation
- Justification of ideas and arguments
- Understanding historical contexts
- Effective written and oral communication

#### **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%
<ul> <li>Examination—essay in response to historical sources</li> </ul>	
Summative internal assessment 2 (IA2):	25%
Independent source investigation	

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

#### **Subject Entry Recommendation**

To have achieved:

At least a B in Year 10 English

Please note that topics studied in Modern History may vary



### **HASS**

### Social & Community Studies

#### **Career Pathway**

Social & Community Studies is suited to students interested in pathways leading to further education, training or employment. It provides a strong foundation for careers in:

- Community services
- Health and aged care
- Social work
- Youth work

#### Skills developed

- Interpersonal and communication skills
- Understanding social and cultural diversity
- Building empathy and respect for others
- Developing self-awareness and personal identity
- Critical thinking about social issues
- Collaboration and teamwork
- Active citizenship and community participation

### APPLIED SUBJECT

#### What is Social & Community Studies?

Social & Community Studies focuses on personal development and social competence, shaping students into active, informed and reflective citizens. This subject explores the complexities of identity, relationships, family and community, and how these elements contribute to society.

Through practical and relevant learning experiences, students will:

- Investigate life skills and social issues relevant to individuals and communities
- Develop communication, teamwork and problemsolving skills
- Make informed decisions and contribute meaningfully to work and community settings
- Explore social, cultural, political and legal institutions and their impacts
- Reflect on issues of social justice, human rights and equity

#### **Career Pathway**

Social & Community Studies is suited to students interested in pathways leading to further education, training or employment. It provides a strong foundation for careers in:

- Community services
- Health and aged care
- Social work
- Youth work

### What will I learn?

UNIT
Health: Food and Nutrition

UNIT
UNIT
Into Relationships





### Social & Community Studies

#### **Course Overview**

Please note: Schools tailor elective units based on student interest and cohort needs. The following is a sample sequence.

Unit 1	Lifestyle and financial choices
Unit 2	Healthy choices for mind and body
Unit 3	Legal and digital citizenship
Unit 4	Relationship and work environments

Upon completion, students will:

- Demonstrate the ability to manage themselves and relate positively to others in diverse settings.
- Apply self-awareness, empathy, and wellbeing strategies to build strong personal and social relationships.
- Examine social issues from multiple perspectives to inform responsible and inclusive decisionmaking.
- Investigate lifestyle, community, and workplace issues through inquiry and collaborative learning tasks.

#### **Assessment**

Assessment is school-developed and includes a variety of responses and tasks suited to the local learning context.

#### Unit 3

IA1: Extended response — spoken/signed response

IA2: Common Internal Assessment (CIA) — short response examination

#### Unit 4

IA3: Extended response — multimodal response

IA4: Extended response — written response

#### **Subject Entry Recommendation**

No prerequisites or prior learning are required. This subject is open to all students in Years 11 and 12.





#### **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.

### Technology Design

#### **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

Stakeholder-centred design

**2** 

Commercial design influences

**3** 

Human-centred design

UNIT **4** 

Sustainable design influences



# **Technology**Design

#### What will I study?

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

#### **Career Pathways**

- Graphic Designer
- Design and Technology Teacher
- STEM Program Facilitator
- Design Engineer (mechanical, civil, product)
- UX/UI Designer (App & Web Design)

#### **Skill Development**

- Creative thinking and innovation
- Problem-solving using design processes
- Visual communication and presentation
- Digital modelling and prototyping

#### 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%
Examination—design challenge	
Summative internal assessment 2 (IA2):	30%
• Project	

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

#### **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.





#### **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.

# **Technology**Engineering

#### **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** 

**2** 

**Emerging technologies** 

UNIT 3

Civil structures

UNIT **4** 

Machines and mechanisms





#### What will I study?

Unit 1	<ul> <li>Engineering fundamentals and society</li> <li>Engineering history</li> <li>The problem-solving process in Engineering</li> <li>Engineering communication</li> <li>Introduction to engineering mechanics</li> <li>Introduction to engineering materials</li> </ul>
Unit 2	<ul> <li>Emerging technologies</li> <li>Emerging needs</li> <li>Emerging processes and machinery</li> <li>Emerging materials</li> <li>Exploring autonomy</li> </ul>
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	<ul> <li>Machines and mechanisms</li> <li>Machines in society</li> <li>Materials</li> <li>Machine control</li> </ul>

#### **Career Pathways**

- Civil Engineer (roads, bridges, infrastructure)
- Mechanical Engineer (machines, manufacturing, design)
- Structural Engineer (building and material design)
- Engineering or Technology Teacher
- Technical Support or Maintenance Officer

#### **Skill Development**

- Technical problem-solving using maths and physics
- Engineering design processes (sketching, modelling, testing)
- Project-based teamwork and planning
- Use of CAD, simulation, and prototyping tools
- Communication and evaluation of technical solutions

#### **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





### **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.

### **Technology**Hospitality Practices

### **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?

**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



### **Technology**Hospitality Practices

### **Career Pathways**

- Chef / Cook / Pastry Chef
- Barista / Bartender
- Waitstaff / Food and Beverage Attendant
- Catering Assistant / Manager

### **Skill Development**

- Practical hospitality service skills (food prep, service, safety)
- Customer service and communication
- Time management and teamwork

### 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 timeproduct: 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 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.

## Health & Physical Education Physical Education

### **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?

**U**NIT **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

**4** 

Energy, fitness and training and physical activity



## Health & Physical Education Physical Education

### What will I study?

Unit 1	<ul> <li>Motor learning, functional anatomy, biomechanics and physical activity</li> <li>Motor learning integrated with a selected physical activity</li> <li>Functional anatomy and biomechanics integrated with a selected physical activity</li> </ul>
Unit 2	<ul> <li>Sport psychology, equity and physical activity</li> <li>Sport psychology integrated with a selected physical activity</li> <li>Equity — barriers and enablers</li> </ul>
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	<ul> <li>Energy, fitness and training and physical activity</li> <li>Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li> </ul>

### 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): 30	
• Project—folio	
Summative external assessment (EA):	25%
• Examination—combination	
response	



# Health & Physical Education Physical Education

### **Career Pathways**

- Physical Education Teacher
- Sports Coach
- Athletic Trainer
- Fitness Instructor / Personal Trainer
- Exercise Physiologist

### **Skill Development**

- Leadership and Teamwork
- Communication and Interpersonal Skills
- Planning and Organization
- Problem Solving and Critical Thinking

### **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 C in Yr 10 Heath and Physical Education



### **CERTIFICATE**

### What is Coaching & Fitness?

Get your career in the fitness industry up and running and gain practical skills to work or volunteer as a coach with this dual qualification. In this course you will learn a range of basic coaching skills as well as how to program and instruct individual and group training sessions. The course also covers how to provide healthy eating information to clients and how to plan, instruct and evaluate exercise for older clients. Our teaching team have many years of industry experience and knowledge that will help you achieve your goals within the fitness industry. Successful completion of this dual qualification will allow you to seek employment as a qualified gym instructor or conduct coaching sessions in community-based sports clubs and organisations.

### **Career Pathways**

This course provides a pathway into the sports and fitness industries. These qualifications can lead to roles such as assistant coach, gym instructor, or community activities assistant. Fo further Education and Career Advancement, consider:

- Certificate IV in Fitness: can lead to becoming a personal trainer
- Diploma of Sport: can lead to coordinator or management roles in the fitness industry.
- University Pathways: some institutions offer articulation agreements with universities, providing credit transfer for graduates pursuing a bachelor's degree in sports-related fields.

## Health & Physical Education

### Certificate II Coaching Certificate III Fitness

### Skills development

### **Certificate II in Coaching – Skills Developed:**

- Basic coaching techniques and instruction
- Understanding of sport-specific rules and strategies
- Planning and delivering coaching sessions
- Safety and risk management in sport
- Supporting athletes' skill development
- Reflecting on coaching performance

### Certificate III in Fitness - Skills Developed:

- Knowledge of anatomy and physiology
- Client screening and goal setting
- Exercise instruction and technique correction
- Motivational and communication skills
- Health and safety in fitness settings
- Working with diverse client groups
- Monitoring and evaluating fitness progress

### **Subject Entry Recommendation**

There are no prerequisites for this subject.

This course is held on the Senior Campus.



### **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 minutesperformance: 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.



## Health & Physical Education Sports and Recreation

### **Career Pathways**

- Community Recreation Officer
- Sports Coach
- Personal Trainer
- Fitness Instructor

### **Skill Development**

- Leadership and Teamwork
- Planning and Organisational Abilities
- Problem Solving and Decision Making
- Health, Fitness, and Wellbeing Knowledge

### **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

### **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.

<sup>\*</sup>Evidence must include annotated records that clearly identify the application of standards to performance



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.

### **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.

### **Career Pathways**

- Community and Social Services
- Chaplain (schools, hospitals, prisons, defence)
- Church Ministry Leader / Youth Pastor
- Missionary or Outreach Worker

### Skill Development

- Ethical decision-making
- Cultural and religious understanding
- Respect, compassion, and empathy
- Conflict resolution and communication
- Community awareness and teamwork

### What will I learn?

UNIT

Meaning and purpose
Service—meaning and purpose

UNIT

Social Justice
Good and Evil

UNIT

Ethics and spirituality





### 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**

### **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 part 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

### **Subject Entry Recommendation/ Suggested**

There are no prerequisites for this subject.

### 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 assessments

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.

### Units 3 and 4 assessments

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: <a href="https://www.gcaa.gld.edu.au/senior/sep-calendar">https://www.gcaa.gld.edu.au/senior/sep-calendar</a>.

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.





