Year 11 Subject Handbook

2027



Inspiring, engaging and dynamic, future-focused learning experiences for all



PRINCE of PEACE LUTHERAN COLLEGE



PoP PATHWAYS

Welcome

from our Head of Senior Campus (Middle & Senior Schools)

Mrs Coreta Lennon



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.

lOur 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 Lennon



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Subjects on Offer

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* Humanities and Social Sciences

Introduction

Prince of Peace Lutheran College offers senior pathways that provide a variety of opportunities for students, including a range of General and Applied subjects. The College also offers a range of MyPOP Pathways including ATAR, a blended pathway of ATAR + an additional rank through other means, or a Portfolio Pathway, via vocational certificate qualifications or personalised learning opportunities, aligned to the interests, capacities and needs of the student.

Students, with the support and guidance of parents/carers and the staff, must make informed choices about their course of study in senior. Additional avenues to inform and support the students in their decision-making process include:

- The Parent and Student Subject Information event and Learning Leader subject presentations to the Year 10 cohort.
- Information about senior pathways will also be available to Year 10 students via their Career Education classes, and via the Senior Education and Training Plan (SET Plan) meetings with the Deputy Head of Campus or Careers and VET Coordinator throughout Term 3.
- The College Careers Page on our website at: https://www.princeofpeace.qld.edu.au/senior-school/ss-teaching-learning/
- The QTAC website (www.qtac.qld.edu.au) contains information on available tertiary courses. It contains outlines of course coverage and identifies the prerequisite Senior General subjects.
- Universities Open Days.

Students are urged to read this Subject Handbook thoroughly and with care in order to make informed choices about senior subjects.

The Queensland Certificate of Education (QCE) remains the dominant qualification for every student at the completion of Year 12.

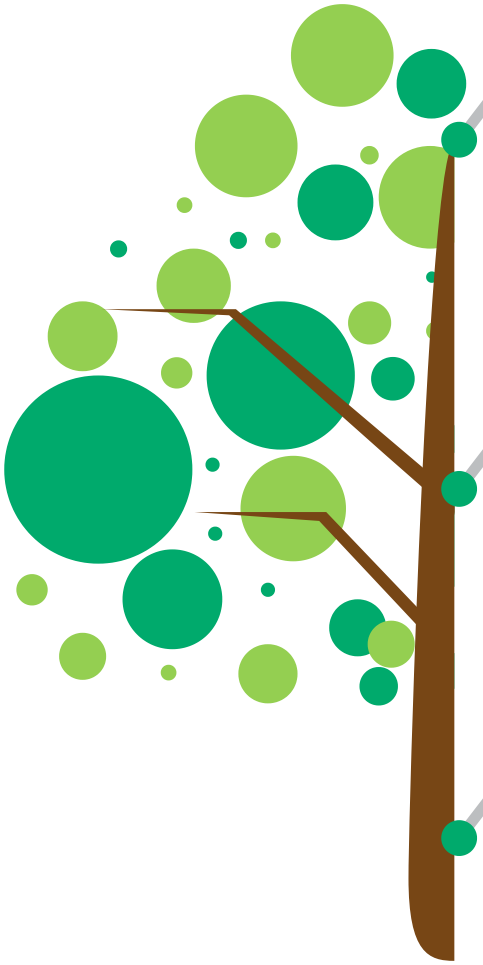
The Australian Tertiary Admission Rank (ATAR), calculated by the Queensland Tertiary Admissions Centre (QTAC), will be used to determine student access to tertiary courses.



Understanding Senior Schooling

Your Senior Education Profile

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



Statement of Results

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).

QLD Certificate of Education

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.

QLD Certificate of Individual Achievement

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.

Creating your MyPoP Pathway

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:

- General and Extension Subjects
- Applied Subjects
- Short Courses
- University Subjects
- Certificate and Diploma Courses - Vocational Education and Training Courses
- School based traineeships and apprenticeships

PATHWAY PLANNING

1	General Subjects	Extension Subjects	Applied Subjects	University Subjects
2	General Subjects	Applied Subjects	Certificate Courses (VET)	Diploma Subjects
3	General Subjects	Applied Subjects	Certificate Courses (VET)	School Based Traineeship s & Apprenticeships
4	Applied Subjects	Short Courses	Certificate Courses	School Based Traineeship s & Apprenticeships

All pathways can lead to university study.

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

1 x English subject | 1 x Mathematics subject | 1 x Religion subject

Pathway Examples

Creating your unique pathway

General, Extension and Applied Subjects

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

University Subjects - Headstart 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 & Sport Pathway	Health Support Services Fitness Sport Coaching High Performing Athletes Outdoor Education





Certificate and Diploma Courses - Vocational Education & Training Courses

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



Choosing your subjects

The choice is yours

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

In choosing your combination of subjects consider

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

Pathway Options

All senior students are expected to study six or seven subjects comprising an English subject, a Mathematics subject, a Religion subject and four elective subjects. The subjects on offer are detailed in this document. The Queensland Curriculum and Assessment Authority (QCAA) website offers syllabus details and student resources which students should access to further support their decisions (www.qtac.qld.edu.au).

Depending on the preferred post-school pathway, a student may select either:

- Six General Subjects
- Five General and either one Applied subject or a VET course
- A combination of General subjects, Applied subjects, VET or University Headstart courses

Through the Web Preferences portal students are required to:

- Select a **core English** subject from Essential English (Applied), General English, or Literature
- Select a **core Mathematics** subject from Essential Mathematics (Applied), General Mathematics, or Mathematical Methods
- Select a **core Religion** subject from Religion and Ethics (continued from Year 10 and completed at the end of Year 11) or Study of Religion as one of the elective subjects
- Select **four elective** subjects
- Select **two reserve** elective subjects that you would study in the event that the subject grid structure cannot provide any of your chosen elective subjects. The reserve electives are as important as your other electives as they influence the grid structure

Elective Subjects

a student-driven curriculum

Whilst a variety of elective subjects are available at Prince of Peace Lutheran College, as outlined in this Senior Subject Guide, it will be the choices made by the current student group, through Web Preferences, that determines the specific subjects and structure for 2026-2027. Some elective subjects may not be offered if students do not nominate that subject in sufficient numbers to make it viable in the timetable.

The traditional boundaries between Years 11 and 12 are changed because students complete Units 1 and 2 in Year 11 and then commence Unit 3 in Term 4 of Year 11. This curriculum delivery structure allows adequate time for student learning, consolidation and revision, as well as time for external exam preparation after Units 3 and 4 have been taught. The summative external assessment in each subject is common to all Queensland schools and administered under the same conditions, at the same time, and on the same day. A three-week period in Term 4 of Year 12 has been set aside for the QCAA to conduct all external exams.

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.



University Prerequisites and Inherent Requirements

Subject prerequisites

The Queensland Tertiary Admissions Centre (QTAC) publishes a guide for Year 10 students about what high school subjects they need as pre-requisites for tertiary study.

Students must achieve a minimum of a passing grade (C or higher) in Units 3 and 4 of a subject to be successfully accredited as a prerequisite.

Tertiary preparation programs and bridging studies

Students can undertake tertiary preparation programs and bridging studies after Year 12 if they did not successfully study the prerequisite subjects for their desired tertiary program. Information about these programs is available on the QTAC website.

Students looking to study at an interstate university should check subject prerequisites by perusing the websites of any interstate universities of interest to them. The Good Universities Guide is a useful resource for student for exploring interstate study options. Please visit: https://www.gooduniversitiesguide.com.au/course-provider

Adjustments to your final ATAR for university entry

Most universities use Assistance Schemes to adjust your ATAR for entry. Adjustments may be made for:

- Specific subjects studied at high school (see below),
- Those living in specific regional and rural areas,
- Elite athletes,
- University subjects studied while in school,
- Aboriginal and Torres Strait Islanders, and
- Financial, access and/or equity criteria.



ATAR adjustments for specific subjects

Some universities offer two bonus ranks for the successful completion of specific subjects which gives students a boost for their ATAR for university entry.

To be eligible, students must successfully pass these subjects in Units 3 and 4. The table below summarises the subjects for which each institution makes an ATAR adjustment.

Subjects	Griffith University	Qld University of Technology	The University of Qld	University of Southern Qld
Specialist Mathematics	2	2	2	2
Languages other than English	2	2	2	2
Chemistry	2	-	-	2
Physics	2	2	-	2
Mathematical Methods	2	-	-	-
Accounting	2	-	-	2
Ancient History	2	-	-	2
Modern History	2	-	-	2
Health	2	-	-	2
Psychology	2	-	-	-
Biology	2	-	-	2
Economics	2	-	-	2

Important notes about this table

Australian Catholic (ACU) University and the University of Sunshine Coast also have their own adjustment schemes. These schemes are too detailed to be reproduced in the table format above. Interested students are referred to
http://www.acu.edu.au/study_at_acu/alternative_entry/accessacu
https://www.unisc.edu.au/study/how-to-apply/pathways-to-study/access-unisc

The adjustments are applied by QTAC during the university application process. They do not change a student's ATAR nor are they documented in writing by the Queensland Curriculum and Assessment Authority (QCAA). These are set by the universities and the universities reserve the right to withdraw or change these adjustment points at any time. Adjustments are not recognised for admission into some programs, for example Medicine and Dental Health Science at Griffith University. The number of applied adjustments that any student can be awarded is capped to six or eight ranks, depending on the university.

Students are strongly advised to contact QTAC for comprehensive information about all assistance and adjustment schemes including eligibility and terms and conditions: https://www.qtac.edu.au/applying/application-resources/assistance-schemes

Maximising academic outcomes

Provided a student is eligible for an ATAR, any combination of subjects can result in a high ATAR. A high ATAR depends on how well a student performs in their assessment — the higher their marks, the greater their ATAR. The only known way to maximise your ATAR is through the pursuit of academic excellence. Students maximise the likelihood of academic success if they study in subject areas where they have a history of success and have a genuine interest in the subject matter.

Senior Subjects

The QCAA develops five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) and Short Course. Results in Applied and General subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All senior subjects build on the P–10 Australian Curriculum.

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/senior-subjects and, for Senior External Examinations, www.qcaa.qld.edu.au/senior/see.

Australian Tertiary Admission Rank (ATAR) Eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English requirement for ATAR eligibility

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in English, Essential English or Literature.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

General & Applied Subjects

English & Languages

General
- General English
- Literature
- Literature Extension **
- Spanish

Applied
- Essential English

Mathematics

General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied
- Essential Mathematics

Science

General
- Biology
- Chemistry
- Physics
- Psychology

HASS

General
- Business
- Legal Studies
- Modern History
- Geography

Applied
- Business Studies
- Social & Community Studies

VET
- Diploma of Business †

Technologies

General
- Design †
- Engineering

Applied
- Hospitality Practices

The Arts

General
- Music
- Music Extension **
- Visual Art

Applied
- Arts in Practice

Health & Physical Education

General
- Physical Education

VET
- Cert II Coaching/ Cert III Fitness
- Diploma of Sport †

Applied
- Sport and Recreation

Christian Studies

General
- Study of Religion

VET
- Cert II Active Volunteering

Applied
- Religion & Ethics

KEY

HASS - History and Social Sciences

WET - Vocational Education & Training

† **External Providers;** additional costs incurred

** **One year only**

VET Certificates & Courses

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

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

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

Past graduates have studied:

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

Subject Prerequisites

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
Essential English	• No prerequisite required
Spanish	• At least a C standard in Year 10 Spanish
MATHEMATICS	
Specialist Mathematics	• At least a B in Year 10 Mathematical Methods • At least a C standard in Year 10 English Co-requisite: • Mathematical Methods
Mathematical Methods	• At least a C in Year 10 English • At least a C in Year 10 Mathematical Methods
General Mathematics	• At least a C in Year 10 General Mathematics
Essential Mathematics	• No prerequisite required
SCIENCE	
Biology	· At least a C in Year 10 Core Science · At least a C in Year 10 General Mathematics · At least a C in Year 10 Mathematical Methods
Chemistry	· At least a C in Year 10 Core Science · At least a B in Year 10 General Mathematics · At least a C in Year 10 Mathematical Methods
Physics	· At least a C in Year 10 Core Science · At least a B in Year 10 General Mathematics · At least a C in Year 10 Mathematical Methods
Psychology	· At least a C in Year 10 Core Science · At least a C in Year 10 General English · At least a C in Year 10 General Mathematics

Year 11 Subjects	Year 10 Subject Result
DESIGN	
Design	• At least a C in Year 10 English • At least a C in prior technology subject
Engineering	• At least a C in Year 10 Core Science • At least a B in Year 10 General Mathematics • At least a C in Year 10 Mathematical Methods • At least a C in Year 10 Engineering
Hospitality Practices	• No prerequisite required
HEALTH AND PHYSICAL EDUCATION	
Physical Education	• 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
Cert II Sports Coaching/ Cert III Fitness	• No prerequisite required
Sports and Recreation	• No prerequisite required
Diploma of Sport	• No prerequisite required
CHRISTIAN STUDIES	
Religion and Ethics	• No prerequisite required
Study of Religion	• No prerequisite required

Year 11 Subjects	Year 10 Subject Result
ARTS	
Arts in Practice	• No prerequisite required
Music	• At least a C in Year 10 Music and/ or • Sufficient study of music theory and performance as determined through an interview
Music Extension	• At least a B in Music Yr 11
Visual Art	• At least a C in Year 10 English • Studied Visual Art in either Year 9 or 10
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

Curriculum Leaders

Areas of Interest	Learning Leaders	Subjects
Mathematics	**Ashoo Rajput** arajput@princeofpeace.qld.edu.au	• Specialist Mathematics • Mathematical Methods • General Mathematics • Essential Mathematic
Science	**Ashoo Rajput** arajput@princeofpeace.qld.edu.au	• Biology • Chemistry • Physics • Psychology
English & Languages	**Danielle Moore** dmoore@princeofpeace.qld.edu.au	• General English • Literature • Literature Extension (Year 12 only) • Applied English • Spanish
The Arts	**Linda Brady** lbrady@princeofpeace.qld.edu.au	• Art in Practice • Music • Music Extension (Yr 12 only) • Visual Art
HASS - Humanities & Social Sciences	**Katrina Voss** kvoss@princeofpeace.qld.edu.au	• Business • Business Studies • Diploma of Business • Geography • Legal Studies • Modern History • Social & Community Studies
Health and Physical Education	**Gabby Collman** gcollman@princeofpeace.qld.edu.au	• Physical Education • Cert II Coaching/ Cert III Fitness • Sport & Recreation • Diploma of Sport
Technology	**Michael Gauldie** mgauldie@princeofpeace.qld.edu.au	• Design • Engineering • Food Technology • Hospitality Practices
Christian Studies	**Sharon Grimes** sgrimes@rinceofpeace.qld.edu.au	• Religion & Ethics • Study of Religion
Careers Education & VET Coordinator	**Julie Grosas** jgrosas@princeofpeace.qld.edu.au	• Career Education

Literature

What is Literature?

Literature focuses on the study of literary texts, and 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.

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

General Subject

Literature

What will I study?

Unit 1	**Introduction to literary studies** • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts
Unit 2	**Intertextuality** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts
Unit 3	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts
Unit 4	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Career Pathways

English Literature develops advanced skills in critical thinking, analysis, research, interpretation, writing and communication. These skills are highly valued across education, media, law, government, publishing, communications and many other professional fields such as

- Paralegal
- Copywriter
- Public Relations Officer
- Marketing Coordinator
- Historian (with further study)
- Academic Researcher
- Librarian (with further qualifications)
- Policy Officer

Skill Development

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

General Subject

Literature

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete fournsummative assessments. The results from each of the assessments are added together to provide a subject score out of 100.

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

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

Subject Entry Recommendation

To have achieved:

- At least B in Year 10 English

Literature Extension (Year 12 only)

What is Literature Extension?

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): • Research Paper	35%
Summative external assessment: • Examination	25%

Previous experience

You must receive a B grade or higher in Year 11 English or English Literature.

General Subject

General English

What is General English?

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes.

Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences.

Pathways

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

Objectives

Upon subject completion, students will, among others:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts



General Subject

General English

What will I study?

Unit 1	**Perspectives and texts** • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts
Unit 2	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytic texts
Unit 3	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts
Unit 4	Independent explorations • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Career Pathways

General English develops skills in communication, writing, analysis, collaboration and critical thinking, providing a strong foundation for a wide range of career pathways, such as:

- Journalist
- Social Media Manager
- Secondary English Teacher
- Library Technician
- Human Resources Officer
- Executive Assistant
- Community Development Officer
- Youth Worker
- Lawyer (with further university study)
- Paralegal
- Author
- Copywriter
- Event Manager
- Travel Consultant



General Subject

General English

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

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

Subject Entry Recommendation

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



Essential English

What is General English?

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

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

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

Pathways

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

Objectives

Upon subject completion, students will, among others:

- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes

ENG

Applied Subject

Essential English

What will I study?

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

Career Pathways

General English develops skills in communication, writing, analysis, collaboration and critical thinking, providing a strong foundation for a wide range of career pathways, such as:

- Journalist
- Social Media Manager
- Secondary English Teacher
- Library Technician
- Human Resources Officer
- Executive Assistant
- Community Development Officer
- Youth Worker
- Lawyer (with further university study)
- Paralegal
- Author
- Copywriter
- Event Manager
- Travel Consultant

ENG

Applied Subject

Essential English

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.

Unit 3
Summative internal assessment 1 (IA1): • Extended response—spoken/ signed response
Summative internal assessment 2 (IA2): • Examination—common internal assessment (CIA)

Unit 4
Summative internal assessment 3 (IA3): • Extended response—multimodal response
Summative internal assessment 4 (IA4): • Extended response - written response

Subject Entry Recommendation

There are no prerequisites for this subject.

ENG

Applied Subject

Spanish

What is Spanish?

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

Australia has strong connections through trade with Spanish-speaking nations, particularly those within the Asia-Pacific region. The Spanish language is widely spoken within the Australian community, giving students the opportunity to hear and use the language in real-life situations.

Spanish speakers in Australia make significant contributions to the economic, intellectual, cultural and social affairs of the nation. The Spanish Beginners Course provides students with language skills needed to function effectively in any of the Spanish-speaking communities around the world. It also enables them to experience and develop their understanding of the traditions and culture of these communities.

Pathways

The study of Spanish provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism. Students develop knowledge, understanding and skills that enable successful participation in a global society.

Communication in an additional language expands students' horizons and opportunities as national and global citizens. The ability to communicate in an additional language such as Spanish is an important 21st century skill. Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development.

Gracias

General Subject

Spanish

What will I study?

Spanish is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. Students should complete Units 1 and 2 before beginning Unit 3.

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

Career Pathways

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

Skill Development

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

Subject Entry Recommendation

To have achieved:

- At least a C standard in Year 10 Spanish.

Gracias

General Subject

Spanish

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.

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%
Summative external assessment 2 (EA): • Examination—combination response	25%

Subject Entry Recommendation

To have achieved:

- At least a C standard in Year 10 Spanish.

Gracias

Specialist Mathematics

What is Specialist Mathematics?

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

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

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

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives

Upon subject completion, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions

General Subject

Specialist Mathematics

What will I study?

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

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).

General Subject

Specialist Mathematics

Unit 3	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%
Summative internal assessment 2 (IA2): • Problem-solving and modelling task	15%

Unit 4	
Summative internal assessment 3 (IA3): • Problem-solving and modelling task	20%

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

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

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).

General Subject

Mathematical Methods

What is Mathematical Methods?

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

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

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

Pathways

Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science, psychology and business.

Objectives

Upon subject completion, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

General Subject

Mathematical Methods

What will I study?

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

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

General Subject

Mathematical Methods

Assessment

Unit 3	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%
Summative internal assessment 2 (IA2): • Problem-solving and modelling task	15%

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

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

Subject Entry Recommendation

To have achieved:

- At least a C in Yr 10 Mathematical Methods
- At least a C in 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).

General Subject

General Mathematics

What is General Mathematics?

General Mathematics' major domains are number and algebra, measurement and geometry, statistics, networks and matrices General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require advanced algebra, advanced trigonometry and calculus.

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

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

Pathways

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

Objectives

Upon subject completion, students will, among others:

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

General Subject

General Mathematics

What will I study?

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

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).

General Subject

General Mathematics

Unit 3	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%
Summative internal assessment 2 (IA2): • Problem-solving and modelling task	15%

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

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

Subject Entry Recommendation

To have achieved:

- At least a C in Yr 10 General Mathematics

General Subject

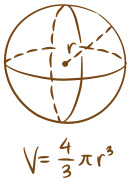
Essential Mathematics

What is Essential Mathematics?

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.



Applied Subject

Essential Mathematics

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problemsolving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles and develop leadership skills through selfdirection and productive engagement in their learning. They will show curiosity and imagination and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

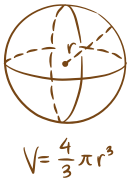
Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

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

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems



Applied Subject

Essential Mathematics

What will I study?

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

Assessment

Subject Entry Recommendation

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.

Unit 3
Summative internal assessment 1 (IA1): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)

Unit 4
Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment (IA4): • Examination – short response



Applied Subject

Biology

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.





General Subject

Biology

What will I study?

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

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





General Subject

Biology

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

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

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

Subject Entry Recommendation

To have achieved:

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





General Subject

Chemistry

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.





General Subject

Chemistry

What will I study?

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

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





General Subject

Chemistry

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

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

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

Subject Entry Recommendation

To have achieved:

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





General Subject

Physics

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.



$E=mc^2$

General Subject

Physics

What will I study?

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

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



General Subject

Physics

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

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

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

Subject Entry Recommendation

To have achieved:

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



General Subject

Psychology

What is Psychology?

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

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

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

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

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

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

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 and interpret evidence and investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.



General Subject

Psychology

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 • Psychological disorders and treatments • Emotion and motivation
Unit 3	**Individual Thinking** • Brain Function • Sensation and perception • Memory • Learning
Unit 4	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross- cultural psychology

Career Pathways

- Psychologist
- Clinical Psychologist
- Counsellor
- School Counsellor
- Educational Psychologist
- Child / sports/ Forensic Psychologist
- Human Resources (HR) Officer
- Recruitment Consultant
- Social Worker / Youth worker/ Community Services Worker
- Mental Health Worker
- Occupational Therapist
- Criminologist
- Police Officer
- Corrections Officer / Behaviour Support Practitioner / Rehabilitation Counsellor
- Public Relations Officer
- Teacher
- Lecturer or Academic Researcher
- Neuroscientist
- Disability Support Coordinator
- Case Manager
- Family Support Worker

Skill Development

- Critical thinking and research skills
- Communication skills
- Problem-solving and aata analysis
- Empathy and understanding of others
- Teamwork and collaboration
- Ethical decision-making
- Time management
- Understanding human behaviour and mental health

General Subject

Psychology

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments.

The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3	
Summative internal assessment 1 (IA1): • Data test	10%
Summative internal assessment 2 (IA2): • Student experiment	20%

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

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

Subject Entry Recommendation

To have achieved:

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



Music

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.

Pathways

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

Objectives

Upon completion, students will:

- demonstrate technical skills
- 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

General Subject

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

Skills Development

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

General Subject

Music

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments.

The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3	
Summative internal assessment 1 (IA1): • Data test	10%
Summative internal assessment 2 (IA2): • Student experiment	20%

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

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

Subject Entry Recommendation

To have achieved:

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

Music Extension (Year 12 only)

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.

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 one 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 from 3.15 - 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.

General Subject

Music Extension (Year 12 only)

Common Objectives 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

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

Skills Development

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

Subject Entry Recommendation

Current Year 12 Music Student

General Subject

Music Extension (Year 12 only)

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): • Up to 6 minutes of performance • 500 word statement of intent (or equivalent)	20%
Performance (IA2): • Up to 6 minutes of performance • 500 word statement of intent (or equivalent)	20%

Unit 4: Emerge	
Performance and Reflection (IA3): • Up to 8 minutes of performance • 500 word statement of intent (or equivalent) • 500 word reflective statement (or equivalent)	35%

Final Assessment	
External assessment (EA): • Examination	25%

Music Extension (Year 12 only)

MUSIC EXTENSION COMPOSITION

Unit 3: Explore	
Composition (IA1): • Up to 2 minutes of performance • 500 word statement of intent (or equivalent)	20%
Composition (IA2): • Up to 2 minutes of performance • 500 word statement of intent (or equivalent)	20%

Unit 4: Emerge	
Composition and Reflection (IA3): • Up to 3 minutes of composition • 500 word statement of intent (or equivalent) • 500 word reflective statement (or equivalent)	35%

Final Assessment	
External assessment (EA): • Examination	25%

MUSIC EXTENSION MUSICOLOGY

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

Unit 4: Emerge	
Investigation and Reflection (IA3):	35%

Final Assessment	
External assessment (EA): • Examination	25%

Music Extension (Year 12 only)

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
- **Education:** arts educator, instrumental teacher, university music academic
- **Creative industries:** backing musician, chamber musician, composer, conductor, creative entrepreneur, instrument repairer, music director, performer, presenter, recording engineer, repetiteur, stage manager
- **Public relations:** creative director, music lawyer, music merchandiser
- **Sciences and technology:** music therapist, music video director, new media artist, producer, programmer, sound engineer

General Subject

Arts in Practice

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
- Entrepreneur

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 issue; for a community celebration or event; that meet client needs and/or specified conditions.
- Evaluate arts works in relation to specific contexts and purposes.

Skills Development

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



Applied Subject

Arts in Practice

What will I study?

Unit 1	**Issues** 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 their artistic identity. Through two or more arts disciplines, students develop critical thinking skills and self-awareness while exploring arts careers and pathways.

Applied Subject

Arts in Practice

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).

Units 1 & 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, demonstrating at least	30%
B2 - Performance or Product: students make an arts work either individually or	30%

Subject 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.

Applied Subject

Visual Art

What is Visual Art?

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

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

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

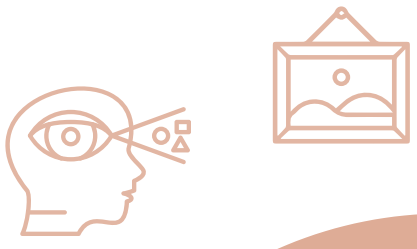
Pathways

A study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, broader areas in creative industries and cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

Upon 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.



General Subject

Visual Art

What will I study?

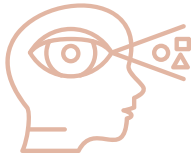
Unit 1	**Art as lens.** Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, & time-based
Unit 2	**Art as code.** Through inquiry learning, the following are explored: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

Career Pathways

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

Skills 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





General Subject

Visual Art

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

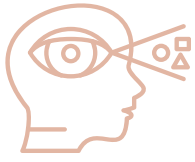
Unit 4	
Summative internal assessment 3 (IA3): • Project - inquiry phase 3	35%

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

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





General Subject

Business

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

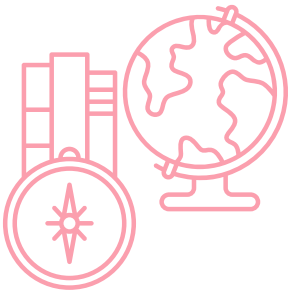
A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and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





General Subject

Business

What will I study?

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

Career Pathways

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

Skills Development

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



General Subject

Business

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments.

The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

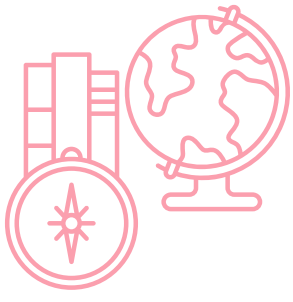
Unit 3	
Summative internal assessment 1 (IA1): • Examination - combination response	25%
Summative internal assessment 2 (IA2): • Extended response - Business Report	25%

Unit 4	
Summative internal assessment 3 (IA3): • Project - inquiry phase 3	25%

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

Subject Entry Recommendation

No prior learning or prerequisite required.





General Subject

Business Studies

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.

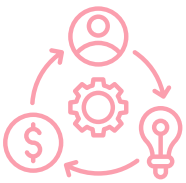
Through engaging, hands-on learning experiences, students will:

- 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.

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.



Applied Subject

Business Studies

What will I study?

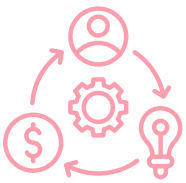
Unit 1	**Being Enterprising** • Characteristics of enterprising individuals • Exploring small business and entrepreneurial activities • Planning and pitching business ideas
Unit 2	**Financial Life** • Budgeting, saving and spending decisions • Personal finance and managing debt • Making informed consumer 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** • Designing and promoting a business or community event • Planning marketing strategies • Working in teams to deliver a real or simulated event

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

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



Applied Subject

Business Studies

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

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):

- Extended response - spoken/ signed response

Summative internal assessment 2 (IA2):

- Common Internal Assessment (CIA) — short response examination

Unit 4

Summative internal assessment 3 (IA3):

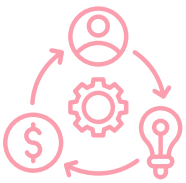
- Extended response — multimodal response

Summative internal assessment 4 (IA4):

- Extended response — written response

Subject Entry Recommendation

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



Applied Subject

Diploma of Business

What is a Diploma of Business?

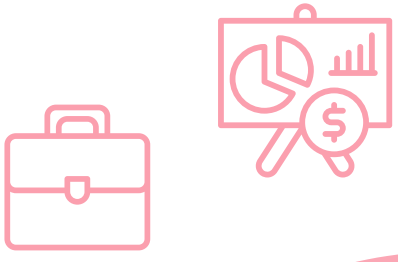
This comprehensive Business course is designed for future business leaders and entrepreneurs. This qualification is suited to students who are ready to develop their supervisory, decision-making and problem-solving skills across a range of business functions.

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.

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.



VET Diploma

Diploma of 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

Unit 3

Summative internal assessment 1 (IA1):

- Extended response - spoken/ signed response

Summative internal assessment 2 (IA2):

- Common Internal Assessment (CIA) — short response examination

Unit 4

Summative internal assessment 3 (IA3):

- Extended response — multimodal response

Summative internal assessment 4 (IA4):

- Extended response — written response

Subject Entry Recommendation

No prerequisites or prior learning are required.

Additional cost

As this subject is offered by an External Provider, additional costs apply.

VET Diploma

Geography

What is Geography?

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

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

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

Pathways

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

Objectives

Upon 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



General Subject

Geography

What will I study?

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

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

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



General Subject

Geography

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): • 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.



Legal Studies

What is Legal Studies?

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

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

Students identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

Upon 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.

General Subject

Legal Studies

What will I study?

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

Career Pathways

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

Skill Development

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

General Subject

Legal Studies

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): • Examination - combination response	25%
Summative internal assessment 2 (IA2): • investigation - inquiry report	25%

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

Subject Entry Recommendation

To have achieved:

- At least a B in Yr 10 English

General Subject

Modern History

What is Legal Studies?

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

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

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

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

Pathways

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

Objectives

Upon completion, students will:

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

General Subject

Modern History

What will I study?

Unit 1	**Ideas in the modern world** • French Revolution, 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 modern world** • Israel,1948–1993 • Germany,1914–1945
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

Please note: Topics studied in Modern History may vary

General Subject

Modern History

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

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

Subject Entry Recommendation

To have achieved:

- At least a B in Yr 10 English

Social & Community Studies

What is Social and 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 problem-solving 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 Pathways

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

Objectives

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 decision-making.
- Investigate lifestyle, community, and workplace issues through inquiry and collaborative learning tasks.
- Communicate ideas clearly in written, spoken, visual, and digital forms for various audiences.
- Evaluate projects and reflect critically on decisions, processes and outcomes to propose improvements.
- Engage thoughtfully with their communities, contributing as informed, active and socially responsible citizens.



Applied Subject

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

Skill Development

- 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

Subject Entry Recommendation

No prerequisites or prior learning are required.

Assessment

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

Unit 3

Summative internal assessment 1 (IA1):
- Extended response - spoken/ signed response

Summative internal assessment 2 (IA2):
- Common Internal Assessment (CIA) — short response examination

Unit 4

Summative internal assessment 3 (IA3):
- Extended response — multimodal response

Summative internal assessment 4 (IA4):
- Extended response — written response

Applied Subject

Design

What is Design?

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

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

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

Pathways

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

Objectives

Upon completion, students will:

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





General Subject

Design

What will I study?

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

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).





General Subject

Design

Unit 3	
Summative internal assessment 1 (IA1): • Examination - design challenge	20%
Summative internal assessment 2 (IA2): • Project	30%

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

Subject Entry Recommendation

To have achieved:

- At least a C in Yr 10 English
- At least a C in a prior technology subject

Additional costs

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





General Subject

Engineering

What is Engineering

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

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

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

Pathways

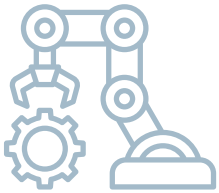
A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and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

Objectives

Upon completion, students will:

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.





Engineering

What will I study?

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

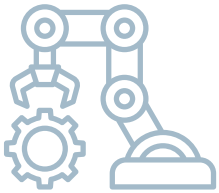
Career Pathways

- 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





General Subject

Engineering

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.

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

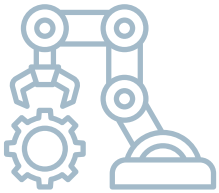
Unit 4	
Summative internal assessment 3 (IA3): • Project - folio	25%
Summative external assessment (EA): • Examination	25%

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





Hospitality Practices

What is Hospitality Practices?

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

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

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

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Objectives

Upon completion, students will:

- demonstrate practices, skills and processes
- interpret briefs
- selet practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures

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



Applied Subject

Hospitality Practices

What will I study?

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

Students will study

- Bar and barista basics
- Culinary trends
- Casual dining
- In house dining

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
- two practical demonstrations

PRACTICAL DEMONSTRATION

Response requirements:

- Practical demonstration: menu item
- Planning and evaluation: multimodal

PROJECT

Response requirements:

- Practical demonstration: delivery of event
- Planning and evaluation: multimodal

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.

Applied Subject

Physical Education

What is Physical Education?

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

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance.

Pathways

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

Objectives

Upon subject completion, students will:

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

General Subject

Physical Education

What will I study?

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

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

General Subject

Physical Education

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): • Project - folio	25%
Summative internal assessment 2 (IA2): • Investigation - report	25%

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

Subject Entry Recommendation

To have achieved:

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

Certificate II Coaching Certificate III Fitness

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.

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. For 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.

No subject prerequisites

Skill 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

VET Certificate

Diploma of Sport

What is a Diploma of Sport?

This hands-on qualification builds real career skills across coaching, sport psychology, event operations, WHS, leadership, first aid, integrity in sport, and managing people and teams. Whether you're aiming for a career in sport management, coaching, fitness, or community sport programs, this diploma gives you the practical knowledge and confidence to step into the industry with a competitive edge.

Career Pathways

Possible employment pathways include:

- Sports Coach (community, school, club or development programs)
- Sports Development Officer
- Sport & Recreation Officer
- Team Manager / Club Administrator
- Sport Event Coordinator

Further education opportunities

Successful completion of this course can earn the student up to 8 QCE points with a University Entry Rank of 82—87.

Course delivery

This course will be delivered by Axial Training. Additional costs involved for this course.

Subject Entry Recommendation

There are no prerequisites for this Diploma.

Core Units

- BSBOPS404 - Manage business risk
- BSBWHS411 – Maintain work health and safety
- BSBLDR522 – Lead and manage people

ElectiveTopics

- HLTAID011 – Provide first aid
- SISSSCO004 – Meet participant coaching needs
- SISSSCO005 – Apply sport psychology principles
- SISXIND009 – Manage integrity in sport
- BSBTWK503 – Manage meetings
- BSBHRM415 – Manage recruitment and onboarding
- SISFFIT047 – Manage personal health and wellbeing
- HLTAAP001 – Recognise healthy body systems
- SISXEVT002 – Conduct sport, fitness or recreation events
- BSBCUS501 – Manage organisational customer service

VET Diploma

Sports and Recreation

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

Applied Subject

Sports and Recreation

What will I study?

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

CoreTopics

- 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

ElectiveTopics

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

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

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.

Applied Subject

Sports and Recreation

Assessment

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

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

PROJECT

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

At least two different components from the following:

- Written: 500–900 words
- Spoken: 2½–3½ minutes
- Multimodal: 3–6 minutes
- Performance: class time

INVESTIGATION

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

Presented in one of the following modes:

- Written: 600–1000 words
- Spoken: 3–4 minutes
- Multimodal: 4–7 minutes.

EXTENDED RESPONSE

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

Presented in one of the following modes:

- Written: 600–1000 words
- Spoken: 3–4 minutes
- Multimodal: 4–7 minutes.

PERFROMANCE

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

Religion & Ethics

What is Religion & 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



Applied Subject

Religion & Ethics

What will I study?

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	**Social Justice** Students investigate social justice issues and responses in the local, national and global communities. **Spirituality** Students explore how spirituality gives meaning and direction to people's lives.

Assessment

PROJECT

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

- Written: 800 words
- Spoken: 2½–3½ minutes
- Multimodal: 3–6 minutes
- Performance: class time

PROJECT

In this assessment technique, students investigate or research a specific question or hypothesis through collection, analysis and synthesis of primary and/or secondary data obtained through research. this is then presented in one of the following modes:

- Written: 1000 words
- Spoken: 3-4 minutes
- Multimodal: 4-7 minutes



Applied Subject

Study of Religion

What is Study of Religion

Study of Religion provides opportunities for students to investigate religious traditions and explore the significant role religion plays in shaping individuals, communities and societies. Students examine how religious beliefs, sacred texts, rituals and ethical teachings influence people's understanding of meaning, purpose and identity.

Through the study of Judaism, Christianity, Islam, Hinduism, Buddhism, Australian Aboriginal Spiritualities and Torres Strait Islander Spiritualities and Religion, students develop an understanding of the diverse ways people express and live their faith. They learn to analyse and evaluate religious perspectives while developing respect for differing worldviews in contemporary society.

Students engage in an inquiry-based approach that strengthens critical thinking, research, analysis and communication skills. They develop the capacity to make informed judgments supported by evidence and reasoned argument, enabling them to become thoughtful and informed citizens in an increasingly diverse and interconnected world.

Pathways

A course of study in Study of Religion can establish a basis for further education and employment in fields such as theology, ministry, education, social work, psychology, counselling, law, politics, international relations, journalism, community development, public policy, philosophy and the humanities.

Objectives

Upon subject completion, students will:

- explain features and expressions of religious traditions
- analyse perspectives about religious expression
- evaluate the significance and influence of religion

General Subject

Study of Religion

What will I study?

Students investigate major world religions including Judaism, Christianity, Islam, Hinduism and Buddhism, alongside Australian Aboriginal Spiritualities and Torres Strait Islander Spiritualities and Religion. Areas of study include sacred texts, ritual practices, contemporary ethical issues, social justice, human rights and the relationship between religion and society.

Unit 1	**Religion, meaning and purpose** • Nature and purpose of religion • Sacred texts
Unit 2	**Religion and ritual** • Lifecycle rituals • Calendrical rituals
Unit 3	**Religious ethics** • Social ethics • Personal ethics
Unit 4	**Religion - rights and relationships** • Religion and the nation-state • Human existence and rights

Subject Entry Recommendation

To have achieved:

- At least a C in Year 10 English or Modern History

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): • Examination - extended response	25%
Summative internal assessment 2 (IA2): • Investigation - inquiry response	25%

Unit 4	
Summative internal assessment 3 (IA3): • Investigation - inquiry response	25%
Summative external assessment (EA): • Examination - short reponse	25%

General Subject

Certificate II Active Volunteering

What is Active Volunteering?

This qualification is designed for school students keen to give back to their community. It provides structured guidance and develops workplace skills in communication, ways to handle simple tasks, and opportunities to interact with diverse individuals.

Career Pathways

- Community volunteer (unpaid)
- Community service worker
- Personal care worker
- Outreach worker
- Social services assistant

What will I study?

Students are engaged in hands-on projects and activities both within the College's community and online immersive learning environments. Areas of Learning include:

- Communication & teamwork
- Community engagement
- Completing basic workplace tasks
- Interacting with diverse people
- Working effectively with others
- Workplace health and safety
- Work readiness planning & preparation

Study Modes

Learning modes may include classroom, online, self-paced, simulated environment and projects. Includes:

- 20 hours volunteering
- 4 Terms to complete
- 4 QCE points upon successful completition of the certificate.

CoreTopics

- CHCDIV001 - Work with diverse people
- CHCVOL001- Be an effective volunteer
- HLTWHS001 - Participate in workplace health and safety
- BSBCMM201 - Communicate in the workplace

ElectiveTopics

- BSBTWK201 - Work effectively with others
- BSBTWK201 - Work effectively with others
- BSBPEF101 - Plan and prepare for work readiness
- BSBTEC201 - Use business software applications

Subject Entry Recommendation

No prerequisites.

Subject Entry Recommendation

There is an additional cost to participate in this certificate course.

Applied Subject

Subject Preferences

Subject preferences are to be entered electronically through the Web Preferences Student Portal. Each student will be emailed [via their school email account] a Web Preferences Access link indicating a unique Student Access Code and Password on how to access the Student Portal. Once accessed, instructions are provided on the steps to be taken in order to navigate the Web Preference Portal. The portal will open on Saturday 22 August at 8am and close on Saturday 29 August at 6pm. At least one Parent or Carer is required to approve the choice of Elective subjects via the electronic signature. Students who do not complete the submission process prior to the Portal close date may be unable to access their preferred choices as class sizes are limited.

Whilst every effort will be made to accommodate all student preferences, due to timetabling constraints, it may not be possible to provide some subject combinations of Electives. Students should regularly check their school email account for communications related to Subject Preferences.

Core Disciplines

There are three mandatory subjects. All students must enrol in

- one English subject,
- one Mathematics subject and
- one Religion subject.

NB If Study of Religion is chosen as the religion option, this makes up one of the six elective subjects, and the student may choose a study line of six lessons.

If students choose Religion and Ethics, this sits outside of the six elective subjects, and occupies six lessons in the timetable. This subject is completed by the end of Year 11, freeing up six lessons in the timetable in Year 12.

Elective subjects: a student-driven curriculum

Whilst a variety of elective subjects (General and Applied) are available at Prince of Peace, as outlined in the Year 11 Subject Selection Handbook (2027-2028), it will be the choices made by the student group, through Web Preferences, that determine the actual electives subjects which will be offered in 2027-2028. In summary, the curriculum offerings at the School are student-driven.

Students are to select:

- 4 preferred elective subjects, in priority order
- 2 reserve elective subjects

A reserve subject may be allocated if a preferred choice is unavailable. Elective subjects with insufficient student nominations will not proceed, as they are not viable within the timetable structure. Please note that if a Senior General Subject is not offered by the School, students still may have the choice to study their preference through distance education with Fisher Online, at their own expense.

If a student is leaving the College at the end of the year, then families are required to formally provide one full term's notice.

Web Preferences Access Guide

Student:

House:

Year Level: 11 **Student Code:**

Roll Class: 11 **Home Group:**

The following steps outline how to enter your subject preferences online.

1 Internet Access	You will need a computer with an internet connection and a printer. We recommend using Firefox, you may also use Google Chrome or Internet Explorer 6.0 and above.
2 Log In	Log In to www.selectmysubjects.com.au Enter the following information and click 'Log In' Student Access Code: TBA Password: TBA
3 Home Page	To view your subject information, click "View Subject Details" at the top right of the screen. To select/change your preferences, click "Add New Preferences" at the top right of the screen.
4 Preference Selection	Select your subjects from the drop-down lists. You have 30 minutes to do so. Once complete, click "Proceed". Note: You are not finished yet
5 Preference Validation	If you are happy with your preferences, click "Submit Valid Preferences" which will open your "Preference Receipt". Or if you would like to make changes to your preferences click "Cancel" and this will take you back to the Preference Selection page.
6 Preference Receipt	A student subject selection process is not finalised until such time as the parent has signed off, electronically, on the choices made by a student. To continue, click "Return to Home Page". If you want to change your preferences, repeat the process by clicking "Add New Preferences". Otherwise exit by clicking "Log Out". End of steps.

Prince of Peace Lutheran College

Kindergarten to Year 12
Co-educational College
Located on Brisbane's northside
10km from Brisbane CBD

Junior Campus
Kindy to Year 6
20 Rogers Parade West
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Nurturing God-given Potential

Website
princeofpeace.qld.edu.au

PoP PATHWAYS
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