2026
SENIOR SECONDARY CURRICULUM GUIDE

KEEBRA PARK
STATE HIGH SCHOOL

KNOW PERFORM ACHIEVE

Contents

Key Staff Contacts

Department	Staff Name	Email
Year 10 Subject Selections	Kym Gorman	klgor2@eq.edu.au
Year 11 Subject Selections	Kim Robertson	krobe293@eq.edu.au
Mathematics	Mitchell Brennan	mbren113@eq.edu.au
English	Caroline Forbes	cforb43@eq.edu.au
Humanities	Beck Churchouse	rchur10@eq.edu.au
Science	Conan Prichard	cxpri11@eq.edu.au
Technologies	Matthew Graham	mrgra1@eq.edu.au
Health and Physical Education	James Chapman	jacha0@eq.edu.au
Rugby League Academy	Peter Norman	pnorm13@eq.edu.au
The Arts	Hayley McFarlane	hmcfa27@eq.edu.au

Introduction

The Senior Curriculum Course Guide is a resource to plan your Year 10 – 12 pathway. It provides you with information to assist you with subject selections for your senior secondary phase. Please email the relevant Curriculum Head of Department if you have any questions.

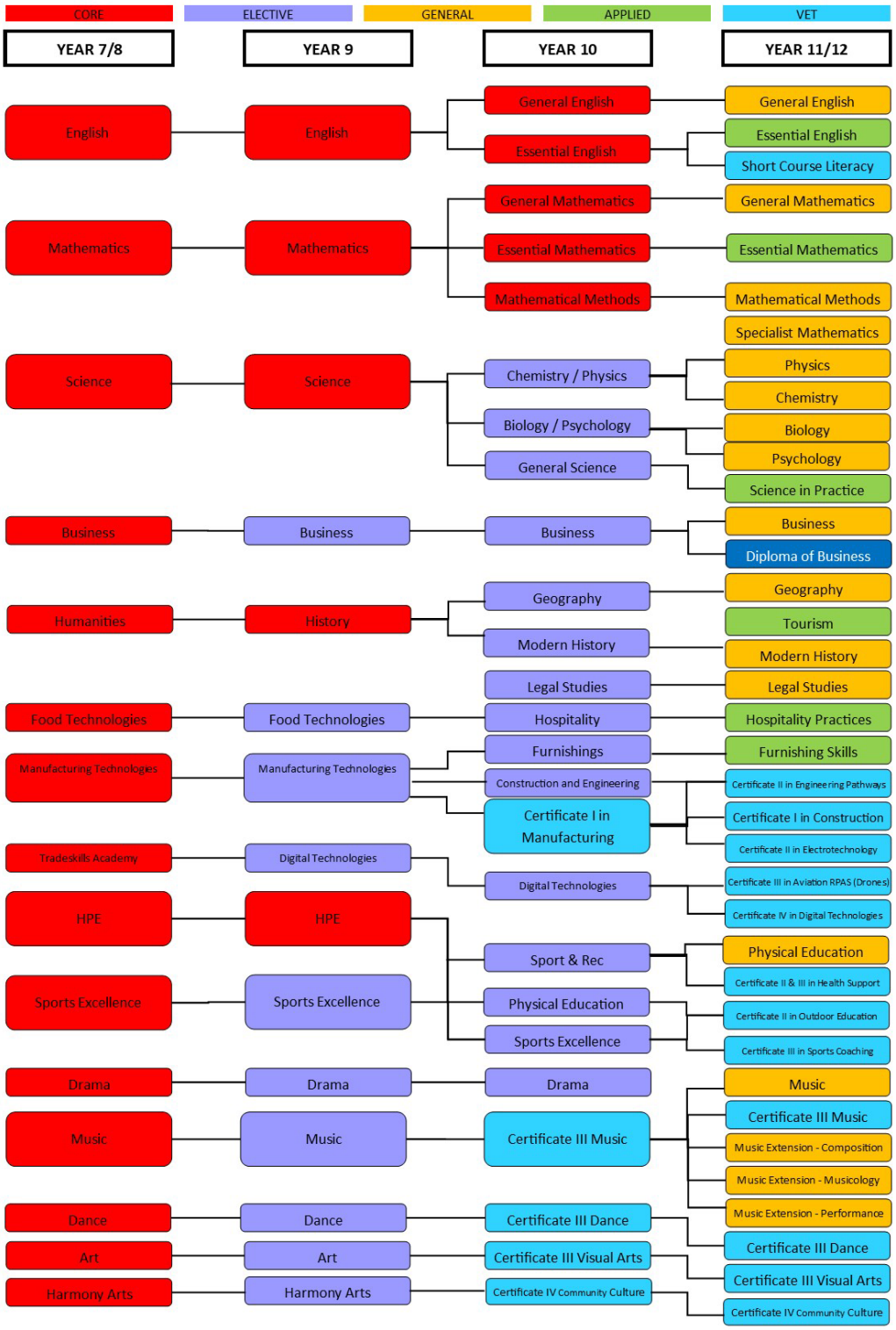
Senior School – Year 10 - 12

This guide includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of Keebra Park State High School's senior curriculum offerings. Please refer to the Vocational Education and Training Booklet for VET offerings available to students.

Our staff design curriculum programs that provide a variety of opportunities for students while catering to individual needs, and strengths.

The information contained in this booklet is a summary of the approved General and Applied subjects available for students at Keebra Park State High School in 2025.

Year 7 – 12 Subject Flowchart



YEAR 10

General Information

This Year 10 subject guide is designed to help students and parents select a course of study for Year 10.

Students should select subjects that suit their abilities, interests and post-school aspirations. The Year 10 subject selection process may include:

- Presentations by HOD Senior Secondary and Guidance Officer
- Subject talks by Heads of Department and Teachers
- Small group career exploration with an Industry Liaison Officer
- Individual Career Advice from the Guidance Officer
- Online career research at school and home
- Information emailed to students and families (available on school website)

Senior School curriculum begins with the pathways that students select in Year 10. In Year 10 students are encouraged to think deeply about their pathway through Senior School to further study or employment. Therefore, students are offered a wide degree of choice to give them the flexibility to pursue the pathway that best suits them. Students are also required to further develop their skills as independent learners so that they can be well prepared for the challenges of Year 12 study and beyond.

All students will study two (2) core subjects and choose four (4) elective subjects to study for one year each. select four electives.

The Year 10 Curriculum pattern requires:
Core –

- English (2 semesters)
- Maths (2 semesters)

Electives –

- 4 electives (1 year each)

TIPS
Choose your subjects according to the following:

- Subjects you enjoy;
- Subjects in which you do well, e.g. you have already had some success;
- Subjects that you need as tertiary pre-requisites. Check QTAC website.

If you have any questions regarding the information in this book, please contact the relevant Head of Department.

Remember your choice of subjects now may affect your choice later in years 11 and 12.
For example: music in the senior years almost always requires previous study in year 10.

General Information

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied 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.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course. Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies (University) and also includes pathways for vocational education and training and work. General subjects include Extension subjects.

Applied syllabuses

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

Senior External Examination

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

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.
For more information about the ACSF see: https://www.education.gov.au/australian-core-skills-framework .

Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

General syllabuses and Short Courses

In addition to literacy, General syllabuses and Short Courses are underpinned by:

- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Applied syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Refer to Keebra Park's Vocational Education and Training booklet for more information

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

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 one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language. 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 syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

- General syllabuses are developmental four-unit courses of study.
  Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair.
- Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.
- Students should complete Units 1 and 2 before starting Units 3 and 4.
- Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Extension syllabuses course overview

- Extension subjects are extensions of the related General subjects and include external assessment.
- Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.
- Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.
- The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit.

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

Units 3 and 4 assessments

Students complete a total of four summative assessments — three internal and one external — that count towards the overall subject result in each General subject. Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

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

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment. As part of quality teaching and learning, ISMGs are discussed with students to help them understand the requirements of an assessment task.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

- Applied syllabuses are developmental four-unit courses of study.
- Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.
- Units 3 and 4 consolidate student learning. Results from assessment in applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.
- A course of study for applied syllabuses includes core topics and elective areas for study.

Assessment

- Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result.
- Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.
- Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

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

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

Senior External Examinations

Senior External Examinations course overview

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

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

The Senior External Examination is for:

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

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

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

Assessment

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

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

Short Courses

Course overview

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.
Short Courses are available in:

- Literacy
- Numeracy
- Aboriginal and Torres Strait Islander Languages
- Career Education.

Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment. The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

2025 Subject Offerings – Year 11 & 12

Subject	General	Applied	VET Courses (refer to VET Booklet
Mathematics	General Mathematics	Essential Mathematics	
	Mathematical Methods		
	Specialist Mathematics		
English	General English	Essential English	Short Course Literacy
Humanities	Business	Tourism	
	Geography		
	Legal Studies		
	Modern History		
Technologies		Furnishing Skills	Certificate II in Engineering Pathways MEM20413
		Hospitality Practices	Certificate I in Construction CPC10111
			Certificate III in Aviation RPAS (Drones) AVI130419
			Cert IV Digital Technologies
Health and Physical Education	Physical Education		Certificate II in Electrotechnology UEE22020
			Cert II & III in Health Support Services HLT23215
			Certificate III in Sports Coaching SIS30521
Science	Biology	Science in Practice	
	Chemistry		
	Physics		
	Psychology		
The Arts	Music		Certificate III in Music CUA30920
		Harmony Arts	Certificate IV in Community Culture CUA40220
	Music Extension • Musicology – (year 12)		Certificate III in Dance CUA30113
	Music Extension • Performance – (year 12)		
Other VET Courses	Please refer to the Vocational and Education Training handbook		

2025 Senior ATAR Packages

Subject selections for university-bound students

All students should choose senior subjects in the areas they enjoy and can achieve well in. The following combinations of subjects may assist students who know which field of study they might like to apply for when completing Y12, as they are aligned to a particular faculty at university.

University pathways	Choose 1	Choose 1	Choose 3	Choose 1	Projected QCE Points
Faculty of Business/Law	• General Maths • Math Methods	• General English	• Business • Legal Studies • Modern History • Geography • Diploma of Business $2600*	• RLA/BBA/GSA • Applied subject • General subject • VET course	20 - 24
Faculty of Creative Arts	• General Maths • Math Methods	• General English	• Music • Drama • Modern History • Legal Studies • Geography	• RLA/BBA/GSA • Applied subject • General subject • VET course	20 – 24
Faculty of Science/ Engineering	• Math Methods	• General English	• Physics • Chemistry • Biology • Specialist Maths • Psychology	• RLA/BBA/GSA • Applied subject • General subject • VET course	20 – 24
Faculty of Health	• General Maths • Math Methods	• General English	• Physical Education • Biology • Psychology	• RLA/BBA/GSA • Applied subject • General subject • VET course	20 – 24
Faculty of Education /Flexible ATAR pathway	• General Maths • Math Methods	• General English	• Any 3 General subjects	• RLA/BBA/GSA • Applied subject • General subject • VET course	20 - 24

YEAR 10

Mathematics

Department: Mathematics

Core

Link to ATAR: *Mathematical Methods; Specialist Mathematics; General Mathematics*

COURSE DESCRIPTION

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

COURSE OUTLINE

In Year 10 all students will study Maths and be placed in classes based on personal preference and previous years' results.

Level:	Topics include:	Recommended Prerequisite in year 9	Links to ATAR Y11:
Mathematical Methods	Algebra, Graphing, Statistics, Trigonometry, Probability, Measurement, Logarithms, Proofs	Suited to students achieving A-B results in Year 9	Specialist Mathematics Mathematical Methods
General Mathematics	Algebra, Graphing, Statistics, Trigonometry, Probability, Measurement	Suited to students achieving A-B results in Year 9	General Mathematics
Essential Mathematics	Measurement, Statistics, Trigonometry, Probability, Financial Maths		

ASSESSMENT	COST AND/OR ESSENTIAL EQUIPMENT/EXCURSIONS
Assessment for each subject is made up of a combination of: • Exams • Problem solving and modelling tasks	• Scientific calculator (Casio fx-82AU PLUS II) • A4 exercise book – Grid or lined • Pens/pencils/ruler

YEAR 11 & 12

General Mathematics

General Senior Subject

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

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 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 experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. 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 the fields of business, commerce, education, finance, IT, social science and the arts.

Objectives

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

- 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
- evaluate the reasonableness of solutions
- 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.

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Mathematical Methods

General Senior Subject

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods 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 that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students 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

A course of study in 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 (including electronics and software design), psychology and business.

Objectives

By the conclusion of the course of study, 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.

Structure

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

Assessment

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

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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</table>

Specialist Mathematics

General Senior Subject

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. They will gain 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

By the conclusion of the course of study, 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
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, and vectors • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors • Circle and geometric proof	**Trigonometry, functions, further vectors, and integral calculus** • Trigonometry and functions • Vectors in 2 and 3 dimensions • Vector calculus • Integration techniques • Applications of calculus	**Matrices and complex numbers** • Matrices • Further matrices • Complex numbers • Complex arithmetic and algebra • Matrices and transformations	**Further complex numbers, proof, calculus, and statistical inference** • Further complex numbers • Mathematical induction and trigonometric proofs • Rates of change and differential equations • Modelling motion • Statistical inference

Assessment

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

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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YEAR 11 & 12

Essential Mathematics

Applied Senior Subject

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination

YEAR 10

English

Department: English

Core

Link to ATAR: English

COURSE DESCRIPTION

Students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

COURSE OUTLINE:

Level:	**Overview and Links to ATAR Year 11 and 12:**	**Recommended Prerequisite in Y9:**	**Pathways:**
English (General)	The study of English in Year 10, aims to further develop students' knowledge and understanding of concepts, skills and processes that students have gained in preparation for the General Subject of English in Year 11. Using real world contexts and engaging literature, students extend their capabilities in listening, reading, viewing, speaking, writing and creating to prepare them for a university pathway after Year 12.	Suited to students who have demonstrated success in Year 9 English.	English is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies.

Structure

English (Essential)	In Year 10, Essential English offers a practical approach to Literacy wherein students are exposed to both Literature and Language study using real world contexts. The course is designed to develop the literacy skills of students so they can confidently and effectively communicate with others in the workplace, the community and everyday society.	No Year 9 pre-requisite – students who may benefit from this course will be identified during Semester 2 of Year 9.	Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to vocational education or work.

ASSESSMENT	REQUIRED RESOURCES	CAREER OPTIONS/FURTHER STUDY
Assessment for each subject is made up of a combination of: • Examinations • Spoken responses • Written responses	• BYOD (optional) • USB • 96 page A4 notebook	• Nearly all careers require a 'C' standard achievement in English • Most university and TAFE courses require a 'C' standard achievement in Year 12 Essential or General English

YEAR 11 & 12

English

General Senior Subject

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. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence 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

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

- 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
- 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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Text 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 analytical texts	**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	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment

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

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

YEAR 11 & 12

Essential English

Applied Senior Subject

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

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Structure

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Extended response — Written response

YEAR 10

History

Department: Humanities

Elective

Link to ATAR: *Modern History*

In order to succeed in this subject, you do need to be achieving a minimum of a C in English.

COURSE DESCRIPTION

COURSE OUTLINE

Students will spend a semester covering the Australian curriculum topics for YR 10, focusing on WWII and a comparison of the American and Australian Civil Rights Movements.

Their second semester will be aimed at further preparing students for senior Modern History. A range of potential topics may be considered including: movements for justice (e.g. women's rights, apartheid, environment), important leaders in history (e.g. Martin Luther King, Malcolm X, Gandhi, Nelson Mandela), slavery (in the past and today), terrorism.

ASSESSMENT	**ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS**	**CAREER OPTIONS/FURTHER STUDY**
Students will undertake a range of different forms of assessment including: • Short response exams • Extended response exams • Research tasks	• Exercise books, pens etc • Possible excursions to Holocaust Museum and/or Griffith or Bond University Library.	Historian, journalist, researcher, teacher, international relations, government (public service), archaeologist, political analyst, foreign affairs.

YEAR 10

Geography

Department: Humanities

Elective

Link to ATAR: *Geography*

In order to succeed in this subject, you do need to be achieving a minimum of a C in English.

COURSE DESCRIPTION

COURSE OUTLINE A range of potential topics may be considered including: human wellbeing (e.g.: creating a sustainable community in 3rd world countries), sustainability issues facing the Great Barrier Reef, impacts of climate change (both physical and social), human impacts on animal habitat in the local area, mitigation of natural disasters, push/pull factors of migration. Geography allows for students to examine the more science or physical side of the discipline, but also the social/human aspects.		
ASSESSMENT Students will undertake a range of different forms of assessment including: • Short response exams • Extended response exams • Research tasks	**ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS** • Exercise books, pens etc • Possible excursion to the beach and/or hinterland.	**CAREER OPTIONS/FURTHER STUDY** Geologist, town planner, surveyor, public servant, researcher, teacher, environmental scientist, national parks and wildlife.

YEAR 10

Legal Studies

Department: Humanities

Link to ATAR: *Legal Studies*

Elective

PRE-REQUISITE SUBJECTS

In order to succeed in this subject, you do need to be achieving a minimum of a C in English.

COURSE DESCRIPTION

This is a year-long course and an excellent way to learn about the law that our society is governed by. In Year 10 the subject will focus on introductory topics that will give you an insight as to how relevant the law is to all aspects of our lives. It is an important step towards undertaking Legal Studies in Years 11 and 12 and will help you develop a number of skills relevant in your senior schooling, but also further study at university or TAFE.

COURSE OUTLINE

- ***Active Australian Citizens*:** How does our country actually work, and what does it mean to be a citizen of Australia? What do we as people do when we don't agree with another country's actions, like the conflict in Gaza?

- ***Australia and the World:*** What is our country's role in the Asia-Pacific region and the world? Could we be doing more on the world stage? This unit answers all the questions you have about the world.

- ***Criminal Law:*** An introduction to criminal law, and how the government, courts and defendants interact. Students investigate the rules and punishments that we all face when we do the wrong thing.

- ***Family Law:*** What are the common types of Family Law that impact our lives? Marriage, divorce, mediation, property, wills, child residence.

ASSESSMENT	ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS	CAREER OPTIONS/FURTHER STUDY
Students will undertake a range of different forms of assessment including: • Short response exam • Extended response exam • Research assignment	• Exercise books, pens etc • Attendance at the Keebra Park Legal Studies Symposium (an opportunity to hear from a wide range of legal professionals)	• Lawyer, foreign affairs, international relations, government, journalism, criminology, juvenile justice, police, corrective services, social services, teaching.

YEAR 10

Business

Department: Humanities

Elective

Link to ATAR: *Business, Diploma of Business*

PRE-REQUISITE SUBJECTS

In order to succeed in this subject, you need to be achieving a minimum of a C in English.

COURSE DESCRIPTION

This is a year-long course and an excellent way to learn about the economic, business and finance world. This subject will help students to gain an understanding of the economy and how it is managed as well as strategies used to remain competitive as a business. It is also a very important step towards undertaking Business as a subject in Years 11 and 12.

COURSE OUTLINE

- *Measuring Economic Performance: an introduction into economic indicators of performance and how the government and business intervene to improve performance*
- *Making Financial Decisions: an introduction into financial decision making and the consequences of those decisions*
- *Business Fundamentals: an introduction into the business life cycle and the 3 environmental layers that a business operates in; internal, operating and macro.*
- *Business Start-up: students will use their knowledge of business fundamentals to investigate authentic businesses and how they manage and plan for establishment in a market*

ASSESSMENT

Students will undertake a range of different forms of assessment including:

- Short response exams
- Extended response exams
- Assignments

ESSENTIAL RESOURCES/ POSSIBLE EXCURSIONS

- Exercise books
- Pens
- Highlighters
- Calculator
- Ruler

CAREER OPTIONS/FURTHER STUDY

DIRECT EMPLOYMENT

All areas of BUSINESS, INDUSTRY and GOVERNMENT

TAFE & TRAINING ORGANISATIONS

Certificates and Diplomas in Business

UNIVERSITY

- Bachelor of Business/Commerce/Finance
- Many people return to University to complete their MBA – Masters of Business Administration

YEAR 11 & 12

Business

General Senior Subject

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

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

- describe business environments and situations
- explain business concepts, strategies and processes
- analyse and interpret business situations, environments and the key business functions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

Structure

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

Assessment

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

In Units 3 and 4 students, complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

YEAR 11 & 12

Geography

General Senior Subject

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

By the conclusion of the course of study, 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.

Structure

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

Assessment

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

In Units 3 and 4 students, complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — data report	25%
Summative internal assessment 2 (IA2): • Investigation — field report	25%	Summative external assessment (EA): • Examination — combination response	25%

YEAR 11 & 12

Legal Studies

General Senior Subject

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 develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They 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

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

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

Structure

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

Assessment

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

In Units 3 and 4 students, complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

YEAR 11 & 12

Modern History

General Senior Subject

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

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

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

Students will study 2 topics from each unit

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	**National experiences in the modern world** • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany,1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 • South Korea, 1948–1972	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991 • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

YEAR 11 & 12

Tourism

Applied Senior Subject

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing greatly to our economy and employment prospects. This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related sectors of travel, hospitality and visitor services. In Tourism students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts.

Pathways

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

Objectives

- Explain tourism principles, concepts and practices.
- Examine tourism data and information.
- Apply tourism knowledge.
- Communicate responses.
- Evaluate projects.

Structure

The Tourism course is designed around four interrelated core topics.

Core topics
Tourism and travel Tourism marketing Tourism trends and patterns Tourism industry and careers

Assessment

For Tourism, assessment from Units 3 and 4 is used to determine the student's exit result. Students will engage with investigations and projects.

Project	Investigation
A response to a single task, situation and/or scenario. Students present their findings in one of the following formats: • Multimodal presentations – spoken and written • Written (up to 500 words) And an evaluation of their project, again in one of the following formats: • Spoken (up to 3 mins) • Written (up to 500 words)	A response that includes locating and using information beyond students' own knowledge and the data they have been given. Students present their findings in one of the following formats: • Multimodal presentations – spoken and written • Written (up to 1000 words)

YEAR 10

General Science

Department: Science

Elective

Links to; ATAR Biology/Chemistry/Physics, Science in Practice

PRE-REQUISITE SUBJECTS
In order to succeed in this subject, you should be achieving a minimum C in English and Science in Year 9.

COURSE DESCRIPTION
The Year 10 Science program is based on the Australian Curriculum and will build student's experiences by covering the four key science strands.

COURSE OUTLINE

- Term 1: Chemistry – Chemical Properties and Chemical Reactions
- Term 2: Biology – Heredity and Evolution
- Term 3: Physics – Force and Motion and Collisions
- Term 4: Earth Sciences – Global systems and the universe

ASSESSMENT	ESSENTIAL RESOURCES/ POSSIBLE EXCURSIONS	CAREER OPTIONS/FURTHER STUDY
Students will undertake a range of different forms of assessment including: • Exams • Experiment Investigations • Research Investigations	• Exercise books • Pens • Calculator • Ruler	UNIVERSITY • Science • Nursing • Physiotherapy • Engineering • Medicine • Exercise Science

YEAR 10

Preparatory Chemistry & Physics

Department: Science

Elective

Links to; ATAR Biology/Chemistry/Physics

PRE-REQUISITE SUBJECTS

In order to succeed in this subject, you should be achieving a minimum B in English and Science in Year 9.

COURSE DESCRIPTION

The Year 10 Preparatory Chemistry & Physics program is designed to prepare students for studying chemistry and/or physics in Year 11 and 12. Students will be exposed to a range of assessments that are similar in structure to the Year 11 and 12 assessments and will learn key concepts to ensure they find success in Year 11 and 12.

COURSE OUTLINE

- Term 1: Physics
  Forces & Motion
- Term 2: Chemistry
  - Rates of reaction
- Term 3: Physics
  - The big bang theory and evolution of the universe
- Term 4: Chemistry
  - Fuels and batteries

ASSESSMENT	ESSENTIAL RESOURCES/ POSSIBLE EXCURSIONS	CAREER OPTIONS/FURTHER STUDY
Students will undertake a range of different forms of assessment including: • Exams • Experiment Investigations • Research Investigations	• Exercise books • Pens • Calculator • Ruler	UNIVERSITY • Science • Nursing • Physiotherapy • Engineering • Medicine • Exercise Science

YEAR 10

Preparatory Biology & Psychology

Department: Science

Elective

Links to; ATAR Biology/Chemistry/Psychology

PRE-REQUISITE SUBJECTS

In order to succeed in this subject, you should be achieving a minimum B in English and Science in Year 9.

COURSE DESCRIPTION

The Year 10 Preparatory Biology & Psychology program is designed to prepare students for studying biology and/or psychology in Year 11 and 12. Students will be exposed to a range of assessments that are similar in structure to the Year 11 and 12 assessments and will learn key concepts to ensure they find success in Year 11 and 12.

COURSE OUTLINE

- Term 1: Biology
  - Earth's spheres
- Term 2: Biology
  - Heredity & DNA
- Term 3: Psychology
  - Attraction and relationships
- Term 4: Psychology
  - Forensic psychology

ASSESSMENT	ESSENTIAL RESOURCES/ POSSIBLE EXCURSIONS	CAREER OPTIONS/FURTHER STUDY
Students will undertake a range of different forms of assessment including: • Exams • Experiment Investigations • Research Investigations	• Exercise books • Pens • Calculator • Ruler	UNIVERSITY • Science • Nursing • Physiotherapy • Engineering • Medicine • Exercise Science

YEAR 11 & 12

Biology

General Senior Subject

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. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity 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; 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 using appropriate representations, modes and genres.

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

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

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

communicate understandings, findings, arguments and conclusions

Structure

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

Assessment

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

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% Examination			

YEAR 11 & 12

Psychology

General Senior Subject

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.
Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They also investigate the concept of intelligence, the process of diagnosis and treatment as well as the contribution of emotion and motivation on the individual behaviour. Students examine individual thinking including perception, memory, and learning. Students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.
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 psychological knowledge; and communicate psychological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual Development • Topic 1: Psychological science A • Topic 2: The role of the brain • Topic 3: Cognitive development • Topic 4: Human consciousness and sleep	**Individual Behaviour** • Topic 1: Psychological science B • Topic 2: Intelligence • Topic 3: Diagnosis • Topic 4: Psychological disorders and treatments • Topic 5: Emotion and motivation	**Individual thinking** • Topic 1: Localisation of function in the brain • Topic 2: Visual perception • Topic 3: Memory • Topic 4: Learning	**The Influence of others** • Topic 1: Social psychology • Topic 2: Interpersonal processes • Topic 3: Attitudes • Topis 4: Cross – cultural psychology

Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) : • Data Test	10%	Summative internal assessment 3 (IA3): • Research Investigation	20%
Summative internal assessment 2 (IA2) : • Student experiment	20%	Summative external assessment (EA): • Examination	50%

YEAR 11 & 12

Chemistry

General Senior Subject

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; 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

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

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

Structure

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

Assessment

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

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% Examination			

YEAR 11 & 12

Physics

General Senior Subject

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 natter 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 use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Physics of Motion • Linear motion and force • Gravity and motion	**Einstein's famous equation** • Special relativity • Ionising radiation and nuclear reactions • The Standard Model	**The transfer and use of energy** • Heating processes • Waves • Electrical circuits	**Electromagnetism and quantum theory** • Electromagnetism • Quantum theory

Assessment

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

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
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<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
Examination</td></tr>
</table>

YEAR 11 & 12

Science in Practice

Applied Senior Subject

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike scientific contexts.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

- describe scientific ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects

Structure

Science in Practice is a four-unit course of study. At Keebra Park SHS, students will undertake the following units during their senior studies.

Unit 1 Year 11 Semester 1	**Unit 2** Year 11 Semester 2	**Unit 3** Year 12 Semester 1	**Unit 4** Year 12 Semester 2
Forensics science - crime scene evidence & analysis	Ecology - ecosystems the impacts of biotic and abiotic factors	Consumer science - consumer product manufacturing (e.g. making jam/soap/ginger beer)	Disease - viruses & bacteria - disease prevention & management

Assessment

For Science in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments:

- two practical projects
- two applied investigations

Practical Project	Applied Investigation
Students are required to demonstrate their proficiency in a skill, or complete a project, and evaluate their performance.	Students are required to investigate a research question by collecting and analysing primary or secondary data

YEAR 10

Technologies
Preparatory Hospitality

Department: Technologies

Elective

Link to VET: Certificate II in Hospitality

COURSE DESCRIPTION

Food Technology is a practical subject designed to equip students with the knowledge, skills, and experiences relevant to food, nutrition, and the hospitality industry. Students will develop problem-solving skills as they respond to design challenges and apply creative solutions.

A strong emphasis is placed on Workplace Health and Safety procedures, ensuring students work safely and effectively. Cooking skills will be developed to support the health and wellbeing of individuals, families, and the wider community, while also reflecting an industry-focused approach to preparing food for customers and clients.

Each week, students will take part in practical cookery activities, with classes also responsible for planning, organising, and hosting small functions to showcase their skills.

COURSE OUTLINE

- Trends in eating behaviours and planned healthy food choices
- Influences of the media, marketing and social trends on consumer choices
- Influences of food on individual, family and community wellbeing
- The nutritional components of food, including the use of food selectin models or tools, are required when assessing and planning for dietary patterns
- Food and nutrition needs of individuals, families and communities
- What influences food selection

ASSESSMENT	COST AND/OR ESSENTIAL EQUIPMENT/EXCURSIONS	SUBJECT LEADS TO
Per Semester • Folio/report • Written test • Practical demonstrations	• Ingredients and course supplies will be provided each week as part of the Resource Levy	• Certificate II in Hospitality

RECOMMENDATIONS FOR SUCCESS

The Year 10 course is relevant to both male and female students. Booklets, texts and work sheets are provided for the completion of theory work. Practical work is demonstrated, and students participate in group practical activities. Students will be provided with all resources and ingredients for practical activities.

YEAR 10

Preparatory Construction

Department: Technologies

Elective

Link to VET: Certificate I Construction

COURSE DESCRIPTION:
Preparatory Construction introduces students to the foundational knowledge and practical skills needed to work safely and effectively in the construction industry. This subject provides a hands-on learning environment where students develop confidence using a range of tools, materials, and processes commonly used in trade-related fields.

Students will gain an understanding of construction principles, workplace health and safety practices, communication skills, and basic project work, all of which prepare them for further vocational training. The course also emphasises problem-solving, teamwork, and applying practical skills to real-world construction tasks.

This subject acts as a pathway into Certificate I in Construction, equipping students with the essential skills, work habits, and industry awareness to successfully transition into nationally recognised training and future opportunities in the building and construction sector.

COURSE OUTLINE	**ASSESSMENT**
Topics may include: • Workplace Health and Safety • Tools and Equipment • Construction Materials • Measurement and Plans • Practical Skills • Industry Knowledge	A variety of assessment techniques will be used including: • Practical demonstrations • Observations • Design Portfolio
ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS	**SUBJECT LEADS TO:**
• HB pencil • Eraser • Note pad • Trade open days	• Certificate II Furniture Making Pathways VET • Certificate II Engineering Pathways VET • Certificate I Construction VET

YEAR 10

Certificate I in Manufacturing

Department: Technologies

Elective

Link to VET: Certificate II in Engineering Pathways

COURSE DESCRIPTION:
Certificate I in Manufacturing provides students with the fundamental knowledge and practical skills needed to begin a career in the manufacturing and engineering industries. The course introduces safe work practices, the correct use of tools and equipment, and the handling of materials, while developing problem-solving, teamwork, and communication skills in a hands-on environment.

Students will gain experience in basic fabrication, assembly, and production processes, with an emphasis on quality, safety, and efficiency. The course prepares students to undertake real-world projects that reflect industry practices, helping them build confidence and employability skills.

This qualification also acts as a stepping stone into Certificate II in Engineering Pathways, offering students the opportunity to further develop technical skills and explore trade-related areas such as metalwork, fitting and machining, welding, and engineering processes.

COURSE OUTLINE	**ASSESSMENT**
Topics may include: • Workplace Health and Safety (WHS) • Tools, Equipment and Materials • Measurement, Calculations and Technical Drawings • Fabrication and Assembly Skills • Introduction to Welding and Metalwork • Teamwork, Communication and Sustainability	A variety of assessment techniques will be used including: • Practical demonstrations • Observations • Design Portfolio
ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS • HB pencil • Eraser • Note pad • Trade open days	**SUBJECT LEADS TO:** • Certificate II Furniture Making Pathways VET • Certificate II Engineering Pathways VET • Certificate I Construction VET

YEAR 10

Preparatory Furnishing

Department: Technologies

Elective

Link to VET: Certificate II in Furniture Making Pathways

COURSE DESCRIPTION:
Preparatory Furnishing introduces students to the core skills and knowledge used in the furnishing and cabinetmaking industries. Students will develop confidence working with tools, equipment, and materials in a practical environment while learning to design and build simple projects. Safe work practices, problem-solving, and teamwork are emphasised throughout the course.

This subject acts as a pathway into Certificate II in Furniture Making Pathways, where students can further develop their technical skills in woodworking, cabinetry, and furnishing processes for industry-related careers.

COURSE OUTLINE	**ASSESSMENT**
Topics may include: • Workplace Health and Safety (WHS) • Tools, Equipment and Materials • Measurement, Drawings and Design • Woodworking and Joinery Skills • Surface Finishing and Assembly • Teamwork, Communication and Sustainability	A variety of assessment techniques will be used including: • Practical demonstrations • Observations • Design Portfolio
ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS	**SUBJECT LEADS TO:**
• HB pencil • Eraser • Note pad • Trade open days	• Certificate II Furniture Making Pathways VET • Certificate II Engineering Pathways VET • Certificate I Construction VET

YEAR 10

Preparatory Digital Solutions

Department: Technologies

Elective

Link to VET: Certificate IV IT; Certificate III Aviation

COURSE DESCRIPTION:
Preparatory Digital Solutions provides students with foundational skills and knowledge in digital technologies and problem-solving for real-world contexts. Students will engage in hands-on projects using a range of software, hardware, and digital tools, while developing creativity, logical thinking, and collaboration skills. Safe and ethical practices in digital environments are emphasised throughout the course.

This subject acts as a pathway into Certificate IV in Information Technology, where students can extend their skills in coding, networking, cybersecurity, cloud computing, and digital project development for further study and industry opportunities.

COURSE OUTLINE	**ASSESSMENT**
Topics may include:- • Digital Safety, Ethics and Security • Hardware, Software and Digital Tools • Programming and Problem-Solving • Databases and Information Systems • Emerging Technologies (VR, AR, AI) • Collaboration, Communication and Project Work	A variety of assessment techniques will be used including: • Practical demonstrations • Observations • Design Portfolio • Digital Projects • Digital Portfolios
ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS	**SUBJECT LEADS TO:**
• 16GB USB • A4 sketch pad • 2B and HB pencil • Black felt tip pen • Digital exhibition excursions as they appear per calendar year • BYOD personal device	• Certificate IV in IT • Certificate III in Aviation RPAS (Drones)

YEAR 11 & 12

Certificate II in Furniture Making Pathways MSF20522

VET Senior Subject

COURSE DESCRIPTION:

Certificate II in Furniture Making Pathways equips students with the practical skills and industry knowledge required for entry-level roles in the furnishing and cabinetmaking industries. The course provides hands-on experience in woodworking, joinery, and furniture assembly while reinforcing safe work practices and effective use of tools, equipment, and materials. Students will also develop problem-solving, teamwork, and communication skills valued in the workplace.

This qualification prepares students for further study or employment in areas such as cabinetmaking, furniture production, polishing, and upholstery, forming a strong foundation for careers within the furnishing industry.

COURSE OUTLINE	**ASSESSMENT**
Topics may include: • Workplace Health and Safety (WHS) • Tools, Equipment and Materials • Technical Drawings, Measurement and Design • Woodworking, Joinery and Assembly Skills • Surface Finishing and Upholstery Basics • Teamwork, Communication and Industry Practices	A variety of assessment techniques will be used including: • Practical demonstrations • Observations • Design Portfolio
ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS • HB pencil • Eraser • Note pad • Trade open days	**CAREER OPTIONS:** • Cabinetmaker / Joiner – Build cabinets, furniture, and timber products. • Furniture Finisher / Polisher – Apply finishes and coatings to timber items. • Upholsterer / Furniture Restorer – Repair and refurbish furniture. • Kitchen or Bathroom Installer – Fit cabinetry and fixtures. • Apprentice in Cabinetmaking or Furniture Making – Start a trade career pathway.

YEAR 11 & 12

Certificate II in Engineering Pathways MEM20422

VET Senior Subject

COURSE DESCRIPTION:

Certificate II in Engineering Pathways provides students with the practical skills and theoretical knowledge needed to begin a career in engineering, metal fabrication, or mechanical trades. Students will develop competencies in safe work practices, technical drawing interpretation, basic machining, welding, and fabrication, while gaining hands-on experience in workshop settings. The course emphasizes problem-solving, project work, teamwork, and employability skills, preparing students for real-world engineering and manufacturing tasks.

This qualification also serves as a pathway into Certificate III in Engineering or trade apprenticeships, helping students build the foundation for further study or employment in engineering-related industries.

COURSE OUTLINE	**ASSESSMENT**
Topics may include: • Workplace Health and Safety (WHS) • Tools, Equipment and Materials • Technical Drawings, Measurement and Design • Fabrication and Machining Skills • Teamwork, Communication and Project Work Industry Knowledge and Sustainability	A variety of assessment techniques will be used including: • Practical demonstrations • Observations • Design Portfolio
ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS • HB pencil • Eraser • Note pad • Trade open days	**CAREER OPTIONS:** • Engineering / Fabrication Assistant • Metal Fabricator or Machinist Apprentice • Welding or Sheet Metal Trainee • Mechanical or Maintenance Assistant • Pathway to Certificate III in Engineering or trade apprenticeships

YEAR 11 & 12

Certificate I in Construction MSF20522

VET Senior Subject

COURSE DESCRIPTION:

Certificate I in Construction provides students with foundational knowledge and practical skills to safely work in the construction industry. Students will develop confidence using a range of tools, materials, and basic construction techniques while learning essential workplace health and safety practices. The course emphasises problem-solving, teamwork, and project-based learning, giving students the opportunity to complete hands-on construction tasks that simulate real-world work environments.

This qualification prepares students for entry-level employment in construction or further study in trade-related courses, including Certificate II in Construction.

COURSE OUTLINE	**ASSESSMENT**
Topics may include: • Workplace Health and Safety (WHS) • Tools, Equipment and Materials • Measurement, Plans and Technical Drawings • Practical Construction Skills • Teamwork, Communication and Workplace Procedures • Sustainability & Industry Awareness	A variety of assessment techniques will be used including: • Practical demonstrations • Observations • Design Portfolio
ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS • HB pencil • Eraser • Note pad • Trade open days	**CAREER OPTIONS:** • Construction Labourer / Assistant • Apprentice in Carpentry, Bricklaying, or General Construction • Site Preparation or Maintenance Assistant • Trainee in Trade Pathways (e.g., Carpentry, Concreting, Joinery) • Entry-level roles in Building and Construction Support Services.

YEAR 11 & 12

Certificate III in Aviation RPAS (Drones) 30419

VET Senior Subject

COURSE DESCRIPTION:

Certificate III in Aviation (Remote Pilot – RPAS) provides students with the practical skills and theoretical knowledge required to operate drones safely and effectively for commercial and recreational purposes. Students will learn about drone systems, aviation regulations, flight planning, and risk management, while gaining hands-on experience in piloting, mission execution, and data capture.

The course emphasizes safety, regulatory compliance, and problem-solving, preparing students for real-world operations in industries such as surveying, agriculture, media, and emergency services. Students will also develop teamwork, communication, and project management skills through simulated and live drone missions.

COURSE OUTLINE	**ASSESSMENT**
Topics may include: • Aviation Safety & Regulations • Drone Systems & Maintenance • Flight Planning & Operations • Remote Piloting Skills • Data Capture & Analysis • Teamwork, Communication & Project Management	A variety of assessment techniques will be used including: • Practical demonstrations • Observations • Design Portfolio • Digital Portfolio
ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS • 16GB USB • A4 sketch pad • 2B and HB pencil • Black felt tip pen • Digital exhibition excursions as they appear per calendar year • BYOD personal device	**CAREER OPTIONS:** • Remote Pilot / Drone Operator • Aerial Photographer / Videographer • Surveying & Mapping Technician • Agriculture Drone Specialist • Infrastructure Inspection Technician • Emergency Services Drone Operator • Trainee / Assistant in Commercial RPAS Operations

YEAR 11 & 12

Certificate IV in IT (Gaming Development Specialisation) ICT40120

VET Senior Subject

COURSE DESCRIPTION:

Certificate IV in Information Technology provides students with advanced knowledge and practical skills to work in a range of IT environments. Students will develop expertise in digital technologies, including programming, networking, database management, cybersecurity, and emerging technologies such as cloud computing, AI, and virtual/augmented reality. The course emphasises problem-solving, project management, and collaboration, giving students the opportunity to design, develop, and implement digital solutions in real-world contexts.

Students will also gain an understanding of workplace procedures, ethical practices, and professional communication in IT settings, preparing them for further study or entry-level roles in the IT industry.

COURSE OUTLINE	**ASSESSMENT**
Topics may include: • Digital Safety, Ethics and Security • Hardware, Software and Network Management • Programming and Software Development • Databases and Information Systems • Emerging Technologies • Project Management, Collaboration and Communication	A variety of assessment techniques will be used including: • Practical demonstrations • Observations • Design Portfolio • Digital Product • Game Developments
ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS • 16GB USB • A4 sketch pad • 2B and HB pencil • Black felt tip pen • Digital exhibition excursions as they appear per calendar year • BYOD personal device	**CAREER OPTIONS:** • Software Developer / Programmer • Web Developer / Designer • Network Administrator / IT Support Technician • Cybersecurity Analyst • Database Administrator • Systems Analyst • Digital Project Coordinator / IT Assistant • Game Developer / 3D Modeller

YEAR 11 & 12

Certificate II in Hospitality SIT20316

VET Senior Subject

Course Outline:

Certificate II in Hospitality provides students with the knowledge, skills, and practical experience needed to work in a variety of hospitality settings, including cafes, restaurants, hotels, and events. Students will learn essential workplace practices, including food safety, hygiene, and workplace health and safety, while developing skills in food and beverage preparation, customer service, and teamwork. The course emphasizes hands-on learning through practical activities, simulated hospitality environments, and small functions, giving students the opportunity to apply their skills in real-world contexts.

Students will also gain an understanding of the hospitality industry, including operational procedures, career pathways, and employability skills, preparing them for further training, apprenticeships, or entry-level employment in hospitality and commercial cookery.

COURSE OUTLINE	**ASSESSMENT**
Topics may include: • Workplace Health and Safety & Hygiene – • Food and Beverage Operations • Customer Service & Communication • Cleaning, Maintenance & Equipment Use • Hospitality Industry Knowledge	A variety of assessment techniques will be used including: • Practical demonstrations • Observations • Design Portfolio • Service
ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS • Industry Excursions	**CAREER OPTIONS:** • Café / Restaurant Attendant or Barista • Food and Beverage Server • Kitchen Hand or Assistant Cook • Front-of-House / Customer Service Staff • Hotel / Resort Support Staff • Trainee or Apprentice in Hospitality or Commercial Cookery.

YEAR 10

Health and Physical Education

Physical Education

Department: Health and Physical Education

Elective

Link to ATAR: *Physical Education, Psychology*

Link to VET: *Certificate II Sport Coaching*

COURSE DESCRIPTION

The focus of Health and Physical Education is to engage the students in a wide variety of individual and team games and sports allowing them to develop and excel across a wide variety.

HPE has a large theoretical and health component. This allows students to develop a better understanding of their bodies enabling them to make informed health decisions and better utilise their recreational time.

COURSE OUTLINE	ASSESSMENT	CAREER OPPORTUNITIES / PATHWAYS
Physical Activities/ Four Theory Content Areas • Weights • Tennis • Volleyball/Basketball • Badminton/Table Tennis • Anatomy • Sports injuries • Energy Systems • Sociology – Access and Equity in sport	You will be required to complete two written and two physical assessments per semester. They could include: • Written Exams • Physical Assessment • Research assignments (theory) • In-class essays	• Teaching • Nursing • Physiotherapist • Recreation • Sports Trainer • Industry

YEAR 10

Sport and Fitness

Department: Health and Physical Education

Elective

Link to ATAR: *Physical Education*

Link to VET: *Certificate III in Fitness*

COURSE DESCRIPTION

Sport and Fitness is an engaging elective designed for students who enjoy being active, want to expand their knowledge of health and performance, and are interested in pathways into Sport & Recreation, Sport Coaching, and Outdoor Education. This subject builds practical skills alongside theoretical knowledge, preparing students for senior subjects and certificates such as Sport & Recreation, Certificate III in Sport Coaching, and Certificate II in Outdoor Education.

COURSE OUTLINE	ASSESSMENT	CAREER OPPORTUNITIES / PATHWAYS
Anatomy and Physiology • Explore how the body functions during exercise • Understand muscular, skeletal and cardiovascular systems • Apply knowledge to training and performance **Modified Coaching** • Learn to plan and deliver training sessions • Develop leadership and communication skills • Apply safe participation and inclusive coaching strategies **Challenge and Adventure Activities** • Build resilience and teamwork through outdoor and problem-solving challenges • Learn risk assessment, safety planning, and leadership **COURSE OUTLINE**	• Short written tasks and quizzes • Practical application through fitness testing and reflection • Practical coaching demonstrations • Written session plans and peer feedback tasks • Practical group participation and leadership tasks • Reflective journals on teamwork and safety • Practical participation in adapted games • Written reflection on rules, culture and inclusivity	• Exercise Physiologist • Physiotherapist • Personal Trainer • Strength and conditioning coach • Sports Coach • Teacher (HPE/ Outdoor Ed) • High Performance Coach • Sports Development Officer • Outdoor Education Instructor • Adventure Tourism Guide • Emergency Services/ Defence Force • Camp or Recreation coordinator • Community Sport Coordinator • International Sport Development • Event and Recreation Manager

International Games • Play and adapt sports from around the world • Explore cultural significance and inclusivity in sport.		

YEAR 10

Sports Excellence: Rugby League Academy, Basketball Academy and Girls' Sport Academy

Department: Health and Physical Education

Elective

Link to ATAR: *Physical Education*

Link to VET: *Certificate III in Fitness, Certificate III in Sports Coaching*

COURSE DESCRIPTION

This qualification reflects the role of individuals who apply the skills and knowledge to coach participants up to an intermediate level in a specific sport. This qualification provides a pathway to work in community coaching roles working or volunteering at community-based sport clubs and organisations in the Australian sport industry. Individuals with this qualification possess a range of well-developed skills where discretion and judgement are required. They are responsible for their own outputs. Possible job titles depend on the specific sport and may include community coach.
The skills in this qualification must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.
Specific industry accreditation requirements may apply to sport-specific coaching accreditation and information should be obtained from the relevant National Sporting Organisation (NSO).

COURSE OUTLINE	**ASSESSMENT**
Areas of study: • Apply business risk management processes • Provide First Aid • Participate in workplace health and safety • Work in a community coaching role • Meet participant coaching needs • Continuously improve coaching skills and knowledge • Coach sport participants up to an intermediate level	A variety of assessment techniques will be used: • Diary of process work • Powerpoint presentations • Written evaluation • Assist with sessions • Analytical essay writing
FUTURE PATHWAYS	
Possible job titles depend on the specific sport and may include community coach.	

YEAR 11 & 12

Physical Education

General Senior Subject

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.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

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. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

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, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives

By the conclusion of the course of study, 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.

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

YEAR 11

Certificate II in Outdoor Recreation

Department: Health and Physical Education

Elective

Certificate II in Outdoor Recreation provides the skills and knowledge for an individual to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities.

Work may be undertaken as part of a team and would be performed under supervision. Work would be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Pathways

The following are indicative job roles for this qualification:

- Outdoor activity assistant
- Outdoor participant

Objectives

By the conclusion of the course of study, student will be able to:

- Provide first aid
- Assist in conducting outdoor recreation sessions
- Minimise environmental impact
- Work effectively in sport and recreation environments
- Follow occupational health and safety policies

YEAR 11 & 12

Sport and Recreation

Department: Health and Physical Education

Elective

Sport and recreation activities are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and recreation activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. These activities are an intrinsic part of Australian culture and for many people, form a substantial component of their leisure time. Participation in sport and recreation can also provide employment opportunities and make positive contributions to a person's total wellbeing. The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

Pathways

A course of study in Sport and Recreation can establish a basis for further education and employment in the following fields;

- Outdoor recreation
- Education
- Sports administration
- Community health
- Recreation
- Sport performance.

Objectives

Through the study of Sport and Recreation students will examine:

• The relevance of sport and active recreation in Australian culture
• The contribution sport and active recreation makes to employment growth, health and wellbeing
• Factors that influence participation in sport and active recreation
• How physical skills can enhance participation and performance in sport and active recreation activities
• How interpersonal skills support effective interaction with others
• The promotion of safety in sport and active recreation activities
• Technology in sport and active recreation activities

YEAR 10

The Arts

Certificate III Visual Art

Department: The Arts

Elective

Link to VET: Certificate III in Visual Arts

PRE-REQUISITE SUBJECTS: Junior Visual Arts

COURSE DESCRIPTION

In year 10, students will begin working towards competency for the Cert III Visual Arts. The course of study provides students opportunities to understand art history, elements and principles of design, critical analysis, and to learn a variety of techniques, skills and art-making processes. Students are encouraged to work creatively and imaginatively, to take risks and develop resilience in the creative process.

COURSE OUTLINE	ASSESSMENT	ESSENTIAL RESOURCES/ POSSIBLE EXCURSIONS:
Areas of study may include • Tattoo art • Screen printing • Drawing + mixed media • Portraiture • Dry point etching • Acrylic painting • Ceramics • Art history – still life, cubism, surrealism	A variety of assessment techniques will be used: • Visual diary of process work • PowerPoint presentations • Written evaluation • Major artworks	See resource scheme. *Art Insight* & *More About Art* textbooks. Possible excursion – Tweed Regional Gallery, HOTA, GC Art Gallery, Bundall

CAREER OPTIONS/FURTHER STUDYCAREER OPTIONS/FURTHER STUDY

- Fine Arts degree
- Architect
- Interior or Exterior Designer
- Artist
- Gallery Director
- Appraiser
- Researcher
- Industrial Design
- Animator
- Graphic Artist
- Computer Design
- Photographer
- Make Up Artist
- Set Designer
- Fashion Designer
- Art Historian
- Tattoo Artist

YEAR 10

Certificate III in Dance

Department: The Arts

Elective

Link to VET: Certificate III in Dance

PRE-REQUISITE SUBJECTS
NIL (though experience in Junior Dance years 7-9 and/or extra-curricular performance would prove an advantage)

COURSE DESCRIPTION
In year 10, students will begin working towards competency for the Cert III Dance. This subject will expose students to many different styles of Dance and will teach them to appreciate Dance as an art form. More importantly, Dance will develop creativity. It will build confidence, increase fitness and flexibility (which will help with other sports) and teach students to work with others in a group. Through Dance, students will also experience many different cultures and the thrill of creating and performing.

COURSE OUTLINE	**ASSESSMENT**
Areas of study may include: • Choreography • Event organiser • Jazz & Funk • Contemporary Dance • Musical Theatre • Hip Hop	A variety of assessment techniques will be used including: • Performance • Choreography
ESSENTIAL RESOURCES/ POSSIBLE EXCURSIONS: • Performing Arts t-shirt • Black leggings • Dance workshop • Dance eisteddfod for dance team students	**CAREER OPTIONS/FURTHER STUDIES** • YR 11/12 Certificate III in Dance • University Dance degrees • Education degree – dance teacher • Private dance school tutor • Performer • Certificate IV or Diploma in Dance • Kindy Dance teacher

YEAR 10

Music/Music Excellence

Elective

Department: The Arts

Link to ATAR: Music; Music Extension (Yr 12)

Link to VET: Certificate III in Music

COURSE DESCRIPTION

The focus of this course is to build performance skills as an individual and as part of an ensemble. Students are taught to compose music using the latest computer technology as well as developing their listening skills. They will have an opportunity to learn instruments such as keyboard, guitar, drums, brass, woodwind, strings and percussion as well as develop their vocal skills.

COURSE OUTLINE	ASSESSMENT	RECOMMENDATIONS FOR SUCCESS
A variety of topics are covered: eg. • Rock music • Musical theatre • Blues • Instrumental • Vocal Music • Current music	Students are assessed in three main areas: • Listening • Performance • Composition	Students should be willing to develop performance skills. Year 9 Music is an advantage but not a prerequisite. Students are expected to participate in school performances, eg. String Ensemble, Concert Band, Vocal Group, Awards Night and Performing Arts Showcase.

YEAR 10

Certificate IV in Community Culture

Department: The Arts

Elective

Link to VET: Certificate IV in Community Culture

PRE-REQUISITE SUBJECTS
NIL (though experience in Harmony Arts years 7-9 and/or extra-curricular performance would prove an advantage)

COURSE DESCRIPTION
In year 10, students will begin working towards competency for the Cert IV in Community Culture. This subject will expose students to many different styles of Cultural Dance, Music, Language and costume making. It will. It will develop the students' creativity, confidence in performing, teach students to work with others in a group and planning events. Through workshops, students will also experience many different cultures and the thrill of creating and performing. Please note this course has a fee attached to it.

COURSE OUTLINE	**ASSESSMENT**
Areas of study may include: • Cultural Music and Dance • Event organisation and planning • Working with children taking cultural workshops • Costume making	A variety of assessment techniques will be used including: • Observations • Questioning • Folios • Journals
ESSENTIAL RESOURCES/ POSSIBLE EXCURSIONS: • Exercise book • Black T-shirt • Black bottoms (to be advised) • Cultural Dance workshops • Cultural Performance Groups • Primary School Performances • Song making incursion/excursion	**CAREER OPTIONS/FURTHER STUDIES** • YR 11/12 Certificate IV in Community Culture • YR 11/12 Certificate III in Music • General Music • Music Producer • Performer (Singer/ Musician) • Stage Manager • Sound Control • Song Writer • University Art/Event planning degrees • Education degree – teacher • Event organiser

YEAR 11 & 12

Music

General Senior Subject

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	**Identities** Through inquiry learning, the following is explored: 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?	**Innovations** Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">• Unit 3</th><th colspan="2">• Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Integrated project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
Examination</td></tr>
</table>

YEAR 11 & 12

Music Extension (Composition)

General Senior Subject

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise.

Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas

.

Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): 25% Examination — extended response			

YEAR 11 & 12

Music Extension (Musicology)

General Senior Subject

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music
- investigate music
- synthesise information

Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Musicology project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% Examination — extended response			

YEAR 11 & 12

Music Extension (Performance)

General Senior Subject

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Structure

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

In Units 3 and 4 students complete four summative assessments.

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Performance project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% Examination — extended response			