

# 2024 SENIOR SECONDARY CURRICULUM GUIDE

KEEBRA PARK  
STATE HIGH SCHOOL



KNOW



PERFORM



ACHIEVE





## Contents

<b>KEY STAFF CONTACTS</b> .....	<b>3</b>
<b>INTRODUCTION</b> .....	<b>4</b>
<b>SENIOR SCHOOL – YEAR 11 &amp; 12</b> .....	<b>4</b>
<b>YEAR 7 – 12 SUBJECT FLOWCHART</b> .....	<b>5</b>
<b>GENERAL INFORMATION</b> .....	<b>6</b>
<b>SENIOR EDUCATION PROFILE</b> .....	<b>7</b>
STATEMENT OF RESULTS .....	7
QUEENSLAND CERTIFICATE OF EDUCATION (QCE).....	7
QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA) .....	7
<b>SENIOR SUBJECTS</b> .....	<b>8</b>
UNDERPINNING FACTORS .....	8
VOCATIONAL EDUCATION AND TRAINING (VET) .....	9
AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY .....	9
<b>GENERAL SYLLABUSES</b> .....	<b>10</b>
STRUCTURE.....	10
ASSESSMENT.....	11
<b>APPLIED SYLLABUSES</b> .....	<b>12</b>
STRUCTURE.....	12
ASSESSMENT.....	12
<b>SENIOR EXTERNAL EXAMINATIONS</b> .....	<b>13</b>
ASSESSMENT.....	14
<b>SHORT COURSES</b> .....	<b>14</b>
ASSESSMENT.....	14
<b>2024 SUBJECT OFFERINGS – YEAR 11 &amp; 12</b> .....	<b>15</b>
<b>2024 SENIOR ATAR PACKAGES</b> .....	<b>16</b>
ENGLISH.....	26
HUMANITIES .....	32
SCIENCE .....	46
TECHNOLOGIES.....	57
HEALTH AND PHYSICAL EDUCATION.....	63
THE ARTS .....	70





## Key Staff Contacts

Department	Staff Name	Email
Year 11 Subject Selections	Kim Robertson	<a href="mailto:year11subjectselections@keebraparkshs.eq.edu.au">year11subjectselections@keebraparkshs.eq.edu.au</a>
Mathematics	Mitchell Brennan	<a href="mailto:mbren113@eq.edu.au">mbren113@eq.edu.au</a>
English	Harriet Langford	<a href="mailto:hbebe2@eq.edu.au">hbebe2@eq.edu.au</a>
Humanities	Rebecca Churchouse	<a href="mailto:rchr10@eq.edu.au">rchr10@eq.edu.au</a>
Science	Conan Prichard	<a href="mailto:cxpri11@eq.edu.au">cxpri11@eq.edu.au</a>
Technologies	Matthew Graham	<a href="mailto:mrgra1@eq.edu.au">mrgra1@eq.edu.au</a>
Health and Physical Education	Nathan Small	<a href="mailto:nsmal13@eq.edu.au">nsmal13@eq.edu.au</a>
Rugby League Academy	Peter Norman	<a href="mailto:pnorm13@eq.edu.au">pnorm13@eq.edu.au</a>
The Arts	Mandy Robbins Hayley McFarlane	<a href="mailto:mrobb18@eq.edu.au">mrobb18@eq.edu.au</a> <a href="mailto:hmcf27@eq.edu.au">hmcf27@eq.edu.au</a>



## Introduction

The Senior Curriculum Course Guide (10-12) 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 11 & 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.

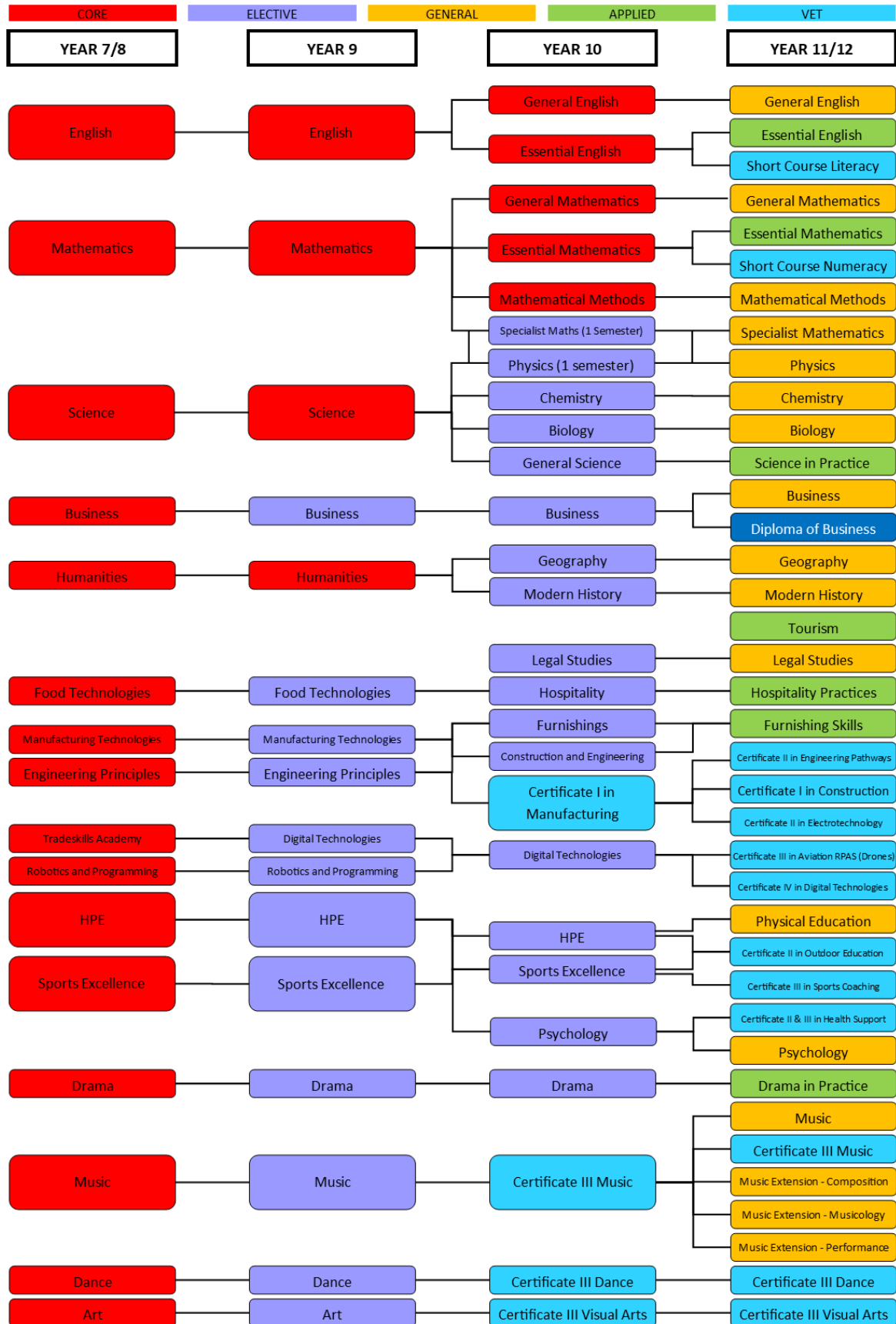
Our staff design curriculum programs that provide a variety of opportunities for students while catering to individual needs, and strengths.

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 2024.





## Year 7 – 12 Subject Flowchart





## 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 4 core subjects and choose two (2) 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.**



YEAR 11 & 12

## Senior Education Profile

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](http://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 and numeracy, 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](http://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.



## 2024 Subject Offerings – Year 11 & 12

Subject	General	Applied	VET Courses (refer to VET Booklet)
<b>Mathematics</b>	General Mathematics	Essential Mathematics	Short Course Numeracy
	Mathematical Methods		
	Specialist Mathematics		
<b>English</b>	General English	Essential English	
			Short Course Literacy
<b>Humanities</b>	Business	Tourism	
	Geography		
	Legal Studies		
	Modern History		
<b>Technologies</b>		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
<b>Health and Physical Education</b>	Physical Education		Certificate II in Electrotechnology UEE22020
	Psychology		
			Cert II & III in Health Support Services HLT23215
<b>Science</b>	Biology	Science in Practice	Certificate III in Sports Coaching SIS30521
	Chemistry		
	Physics		
<b>The Arts</b>	Music (Year 11 course)		Certificate III in Music CUA30920
	Drama		Certificate III in Visual Arts CUA31120
	Music Extension • Musicology – (year 12 course)		Certificate III in Dance CUA30113
	Music Extension • Performance – (year 12 course)		
<b>Other VET Courses</b>	Please refer to the Vocational and Education Training handbook		



## 2024 Senior ATAR Packages

Senior ATAR Package	Choose 3	Choose 1	Choose 1	Choose 1	Projected QCE Points
<b>Faculty of Business/Law</b>	<ul style="list-style-type: none"> <li>Business</li> <li>Legal Studies</li> <li>Geography</li> <li>Modern History</li> <li>Diploma of Business \$2600*</li> </ul>	<ul style="list-style-type: none"> <li>General Maths</li> <li>Math Methods</li> </ul>	<ul style="list-style-type: none"> <li>General English</li> </ul>	<ul style="list-style-type: none"> <li>RLA/BBA/GSA</li> <li>Any applied subject</li> <li>Any General subject</li> <li>Any VET subject</li> </ul>	20 - 24
<b>Faculty of Creative Arts</b>	<ul style="list-style-type: none"> <li>Music</li> <li>Drama</li> <li>Modern History</li> <li>Legal Studies</li> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>General Maths</li> <li>Math Methods</li> </ul>	<ul style="list-style-type: none"> <li>General English</li> </ul>	<ul style="list-style-type: none"> <li>RLA/BBA/GSA</li> <li>Any applied subject</li> <li>Any General subject</li> <li>Any VET subject</li> </ul>	20 – 24
<b>Faculty of Science/Engineering</b>	<ul style="list-style-type: none"> <li>Physics</li> <li>Chemistry</li> <li>Biology</li> <li>Specialist Maths</li> <li>Psychology</li> </ul>	<ul style="list-style-type: none"> <li>Math Methods</li> </ul>	<ul style="list-style-type: none"> <li>General English</li> </ul>	<ul style="list-style-type: none"> <li>RLA/BBA/GSA</li> <li>Any applied subject</li> <li>Any General subject</li> <li>Any VET subject</li> </ul>	20 – 24
<b>Faculty of Health</b>	<ul style="list-style-type: none"> <li>Physical Education</li> <li>Biology</li> <li>Psychology</li> </ul>	<ul style="list-style-type: none"> <li>General Maths</li> <li>Math Methods</li> </ul>	<ul style="list-style-type: none"> <li>General English</li> </ul>	<ul style="list-style-type: none"> <li>RLA/BBA/GSA</li> <li>Any applied subject</li> <li>Any General subject</li> <li>Any VET subject</li> </ul>	20 – 24
<b>Faculty of Education /Flexible ATAR pathway</b>	<ul style="list-style-type: none"> <li>Any 3 General subjects</li> </ul>	<ul style="list-style-type: none"> <li>General Maths</li> <li>Math Methods</li> </ul>	<ul style="list-style-type: none"> <li>General English</li> </ul>	<ul style="list-style-type: none"> <li>RLA/BBA/GSA</li> <li>Any applied subject</li> <li>Any General subject</li> <li>Any VET subject</li> </ul>	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		General Mathematics
Essential Mathematics	Measurement, Statistics, Trigonometry, Probability, Financial Maths		Essential Mathematics

### ASSESSMENT

Assessment for each subject is made up of a combination of:

- Exams
- Problem solving and modelling tasks

### COST AND/OR ESSENTIAL EQUIPMENT/EXCURSIONS

- Scientific calculator (Casio fx-82AU PLUS II)
- A4 exercise book – Grid or lined
- Pens/pencils/ruler



KNOW



PERFORM



ACHIEVE



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.



KNOW



PERFORM



ACHIEVE



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Money, measurement and relations</b> <ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Shape and measurement</li> <li>• Linear equations and their graphs</li> </ul>	<b>Applied trigonometry, algebra, matrices and univariate data</b> <ul style="list-style-type: none"> <li>• Applications of trigonometry</li> <li>• Algebra and matrices</li> <li>• Univariate data analysis</li> </ul>	<b>Bivariate data, sequences and change, and Earth geometry</b> <ul style="list-style-type: none"> <li>• Bivariate data analysis</li> <li>• Time series analysis</li> <li>• Growth and decay in sequences</li> <li>• Earth geometry and time zones</li> </ul>	<b>Investing and networking</b> <ul style="list-style-type: none"> <li>• Loans, investments and annuities</li> <li>• Graphs and networks</li> <li>• Networks and decision mathematics</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50%			
• Examination			



YEAR 11 & 12

## 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.



KNOW



PERFORM



ACHIEVE



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"> <li>• Arithmetic and geometric sequences and series 1</li> <li>• Functions and graphs</li> <li>• Counting and probability</li> <li>• Exponential functions 1</li> <li>• Arithmetic and geometric sequences</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Exponential functions 2</li> <li>• The logarithmic function 1</li> <li>• Trigonometric functions 1</li> <li>• Introduction to differential calculus</li> <li>• Further differentiation and applications 1</li> <li>• Discrete random variables 1</li> </ul>	<b>Further calculus</b> <ul style="list-style-type: none"> <li>• The logarithmic function 2</li> <li>• Further differentiation and applications 2</li> <li>• Integrals</li> </ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"> <li>• Further differentiation and applications 3</li> <li>• Trigonometric functions 2</li> <li>• Discrete random variables 2</li> <li>• Continuous random variables and the normal distribution</li> <li>• Interval estimates for proportions</li> </ul>

## 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): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			



YEAR 11 & 12

## 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
<ul style="list-style-type: none"> <li>Combinatorics, vectors and proof</li> <li>Combinatorics</li> <li>Vectors in the plane</li> <li>Introduction to proof</li> </ul>	<ul style="list-style-type: none"> <li>Complex numbers, trigonometry, functions and matrices</li> <li>Complex numbers 1</li> <li>Trigonometry and functions</li> <li>Matrices</li> </ul>	<ul style="list-style-type: none"> <li>Mathematical induction, and further vectors, matrices and complex numbers</li> <li>Proof by mathematical induction</li> <li>Vectors and matrices</li> <li>Complex numbers 2</li> </ul>	<ul style="list-style-type: none"> <li>Further statistical and calculus inference</li> <li>Integration and applications of integration</li> <li>Rates of change and differential equations</li> <li>Statistical inference</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> <li>Problem-solving and modelling task</li> </ul>		Examination	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> <li>Examination</li> </ul>			
Summative external assessment (EA): 50%			
<ul style="list-style-type: none"> <li>Examination</li> </ul>			



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.



KNOW



PERFORM



ACHIEVE





## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Number, data and graphs</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Number</li> <li>• Representing data</li> <li>• Graphs</li> </ul>	<b>Money, travel and data</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Managing money</li> <li>• Time and motion</li> <li>• Data collection</li> </ul>	<b>Measurement, scales and data</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Measurement</li> <li>• Scales, plans and models</li> <li>• Summarising and comparing data</li> </ul>	<b>Graphs, chance and loans</b> <ul style="list-style-type: none"> <li>• Fundamental topic: Calculations</li> <li>• Bivariate graphs</li> <li>• Probability and relative frequencies</li> <li>• Loans and compound interest</li> </ul>

## Assessment

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

In Units 3 and 4 students complete four summative assessments. 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): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Examination</li> </ul>



YEAR 10

English

Department: English

Link to ATAR: English

Core

**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.



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.
---------------------	---	---	---

<b>ASSESSMENT</b>	<b>REQUIRED RESOURCES</b>	<b>CAREER OPTIONS/FURTHER STUDY</b>
Assessment for each subject is made up of a combination of: <ul style="list-style-type: none"> <li>• Examinations</li> <li>• Spoken responses</li> <li>• Written responses</li> </ul>	<ul style="list-style-type: none"> <li>• BYOD</li> <li>• USB</li> <li>• 96 page A4 notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Nearly all careers require a 'C' standard achievement in English</li> <li>• Most university and TAFE courses require a 'C' standard achievement in Year 12 Essential or General English</li> </ul>



## 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
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>Examining and creating perspectives in texts</li> <li>Responding to a variety of non-literary and literary texts</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>Exploring connections between texts</li> <li>Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>Extended response — written response for a public audience</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Extended response — imaginative written response</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Extended response — persuasive spoken response</li> </ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>Examination — analytical written response</li> </ul>	25%



## 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
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <li>• Creating and shaping perspectives on community, local and global issues in texts</li> <li>• Responding to texts that seek to influence audiences</li> </ul>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identifies, places, events and concepts</li> </ul>

## Assessment

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

In Units 3 and 4 students, complete four summative assessments. 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): <ul style="list-style-type: none"> <li>• Extended response — spoken/signed response</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response — Multimodal response</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Extended response — Written response</li> </ul>



## Humanities

Department: Humanities

Link to ATAR: *Modern History, Geography*

Elective

If you know that you will be pursuing an ATAR in Year 12, you need to choose from one of the humanities options below (Option 1 or 2).

### COURSE DESCRIPTION (Humanities Options 1 and 2)

<p><b>Option 1: Humanities – History (year)</b></p> <ul style="list-style-type: none"> <li>• <b>History</b> - students will spend a semester covering the Australian curriculum topics for Yr 10, focusing on WWII and the Australian Civil Rights Movement.</li> <li>• <b>Extension</b> – aimed at further preparing students for senior Modern History. A range of potential topics may be considered including: movements for justice (eg. women’s rights, apartheid, environment), important leaders in history (eg. Martin Luther King, Malcolm X, Gandhi, Nelson Mandela), slavery (in the past and today), terrorism, genocide.</li> </ul> <p><b>Option 2: Humanities – Geography (year)</b></p> <ul style="list-style-type: none"> <li>• <b>Geography</b> - a range of potential topics may be considered including: human wellbeing (eg: creating a sustainable community in 3<sup>rd</sup> 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.</li> </ul>		
<p><b>ASSESSMENT</b></p> <p>Students will undertake a range of different forms of assessment including:</p> <ul style="list-style-type: none"> <li>• Short response exams</li> <li>• Extended response exams</li> <li>• Research tasks</li> </ul>	<p><b>ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS</b></p> <ul style="list-style-type: none"> <li>• Exercise books, pens etc</li> <li>• Possible excursions to Queensland Museum and/or Griffith or Bond University Library.</li> </ul>	<p><b>CAREER OPTIONS/FURTHER STUDY</b></p> <p>Historian, journalist, researcher, teacher, international relations, town planner, government (public service), geologist, archaeologist, political analyst, foreign affairs.</p>





## 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 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

- **The Australian Legal System:** What is law? How do our courts work? How is law made? What makes a good law? How are cases decided: What is the jury?
- **Criminal Law:** An introduction to the elements of key offences and defences in our criminal justice system. Sentencing and how we deal with offenders.
- 

Topics in Semester 2 may include:

- **Miscarriages of Justice:** Looking at cases of wrongful conviction – people being convicted of crimes they did not commit. How does this happen? How are these people freed?
- **Media and the Law:** The role of the media in shaping our legal system and the impacts it can have on access to justice – both positive and negative.
- **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
<p>Students will undertake a range of different forms of assessment including:</p> <ul style="list-style-type: none"> <li>• Short response exam</li> <li>• Extended response exam</li> <li>• Research assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise books, pens etc</li> <li>• Possible excursion to Southport Magistrates Court</li> <li>• Attendance at the Keebra Park Legal Studies Symposium (an opportunity to hear from a wide range of legal professionals)</li> </ul>	<ul style="list-style-type: none"> <li>• Lawyer, foreign affairs, international relations, government, journalism, criminology, juvenile justice, police, corrective services, social services, teaching.</li> </ul>



YEAR 10

## Business

Department: Humanities

Elective

Link to ATAR: *Business, Diploma of Business*

### PRE-REQUISITE SUBJECTS

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

### COURSE DESCRIPTION

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

### COURSE OUTLINE

- *Business Environments: an introduction into the business life cycle and the 3 environmental layers that a business operates in; internal, operating and macro.*
- *Business Strategies: an introduction into the strategies a business will use to solve problems, achieve goals, be competitive and achieve stakeholder satisfaction.*
- *Business Finances: an introduction into how a business manages its finances using accounts and financial statements.*
- *Starting a Business: students will test their entrepreneurial skills by developing a business idea and creating a business plan to ensure it can successfully reach start-up.*

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Business creation</b> <ul style="list-style-type: none"> <li>• Fundamentals of business</li> <li>• Creation of business ideas</li> </ul>	<b>Business growth</b> <ul style="list-style-type: none"> <li>• Establishment of a business</li> <li>• Entering markets</li> </ul>	<b>Business diversification</b> <ul style="list-style-type: none"> <li>• Competitive markets</li> <li>• Strategic development</li> </ul>	<b>Business evolution</b> <ul style="list-style-type: none"> <li>• Repositioning a business</li> <li>• Transformation of a business</li> </ul>



## Assessment

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

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

### Summative assessments

Unit 3		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.



KNOW



PERFORM



ACHIEVE



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Responding to risk and vulnerability in hazard zones</b> <ul style="list-style-type: none"> <li>Natural hazard zones</li> <li>Ecological hazard zones</li> </ul>	<b>Planning sustainable places</b> <ul style="list-style-type: none"> <li>Responding to challenges facing a place in Australia</li> <li>Managing the challenges facing a megacity</li> </ul>	<b>Responding to land cover transformations</b> <ul style="list-style-type: none"> <li>Land cover transformations and climate change</li> <li>Responding to local land cover transformations</li> </ul>	<b>Managing population change</b> <ul style="list-style-type: none"> <li>Population challenges in Australia</li> <li>Global population change</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>Examination — combination response</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Investigation — data report</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Investigation — field report</li> </ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>Examination — combination response</li> </ul>	25%



## 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
<b>Beyond reasonable doubt</b> <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• Criminal investigation process</li> <li>• Criminal trial process</li> <li>• Punishment and sentencing</li> </ul>	<b>Balance of probabilities</b> <ul style="list-style-type: none"> <li>• Civil law foundations</li> <li>• Contractual obligations</li> <li>• Negligence and the duty of care</li> </ul>	<b>Law, governance and change</b> <ul style="list-style-type: none"> <li>• Governance in Australia</li> <li>• Law reform within a dynamic society</li> </ul>	<b>Human rights in legal contexts</b> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• The effectiveness of international law</li> <li>• Human rights in Australian contexts</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Investigation — argumentative essay</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Investigation — inquiry report</li> </ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	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.



KNOW



PERFORM



ACHIEVE



## Structure

Students will study 2 topics from each unit

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Ideas in the modern world</b></p> <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788–1930s</li> <li>• Age of Enlightenment, 1750s–1789</li> <li>• Industrial Revolution, 1760s–1890s</li> <li>• American Revolution, 1763–1783</li> <li>• French Revolution, 1789–1799</li> <li>• Age of Imperialism, 1848–1914</li> <li>• Meiji Restoration, 1868–1912</li> <li>• Boxer Rebellion, 1900–1901</li> <li>• Russian Revolution, 1905–1920s</li> <li>• Xinhai Revolution, 1911–1912</li> <li>• Iranian Revolution, 1977–1979</li> <li>• Arab Spring since 2010</li> <li>• Alternative topic for Unit 1</li> </ul>	<p><b>Movements in the modern world</b></p> <ul style="list-style-type: none"> <li>• Australian Indigenous rights movement since 1967</li> <li>• Independence movement in India, 1857–1947</li> <li>• Workers’ movement since the 1860s</li> <li>• Women’s movement since 1893</li> <li>• May Fourth Movement in China, 1919</li> <li>• Independence movement in Algeria, 1945–1962</li> <li>• Independence movement in Vietnam, 1945–1975</li> <li>• Anti-apartheid movement in South Africa, 1948–1991</li> <li>• African-American civil rights movement, 1954–1968</li> <li>• Environmental movement since the 1960s</li> <li>• LGBTIQ civil rights movement since 1969</li> <li>• Pro-democracy movement in Myanmar (Burma) since 1988</li> <li>• Alternative topic for Unit 2</li> </ul>	<p><b>National experiences in the modern world</b></p> <ul style="list-style-type: none"> <li>• Australia, 1914–1949</li> <li>• England, 1707–1837</li> <li>• France, 1799–1815</li> <li>• New Zealand, 1841–1934</li> <li>• Germany, 1914–1945</li> <li>• United States of America, 1917–1945</li> <li>• Soviet Union, 1920s–1945</li> <li>• Japan, 1931–1967</li> <li>• China, 1931–1976</li> <li>• Indonesia, 1942–1975</li> <li>• India, 1947–1974</li> <li>• Israel, 1948–1993</li> <li>• South Korea, 1948–1972</li> </ul>	<p><b>International experiences in the modern world</b></p> <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945</li> <li>• Search for collective peace and security since 1815</li> <li>• Trade and commerce between nations since 1833</li> <li>• Mass migrations since 1848</li> <li>• Information Age since 1936</li> <li>• Genocides and ethnic cleansings since 1941</li> <li>• Nuclear Age since 1945</li> <li>• Cold War, 1945–1991</li> <li>• Struggle for peace in the Middle East since 1948</li> <li>• Cultural globalisation since 1956</li> <li>• Space exploration since 1957</li> <li>• Rights and recognition of First Peoples since 1982</li> <li>• Terrorism, anti-terrorism and counter-terrorism since 1984</li> </ul>



## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>Examination — essay in response to historical sources</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Investigation — historical essay based on research</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Independent source investigation</li> </ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>Examination — short responses to historical sources</li> </ul>	25%



## Tourism

### *Applied Senior Subject*



Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

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

## Pathways

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

## Objectives

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

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



## Structure

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

Core topics	Elective topics	
<ul style="list-style-type: none"> <li>• Tourism as an industry</li> <li>• The travel experience</li> <li>• Sustainable tourism</li> </ul>	<ul style="list-style-type: none"> <li>• Technology and tourism</li> <li>• Forms of tourism</li> <li>• Tourist destinations and attractions</li> </ul>	<ul style="list-style-type: none"> <li>• Tourism marketing</li> <li>• Types of tourism</li> <li>• Tourism client groups</li> </ul>

## Assessment

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal                             <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal                             <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal                             <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>



## Science

Department: Science

Link to ATAR: Biology, Chemistry, Physics, Science in Practice

Core

### COURSE DESCRIPTION

The Year 10 Science program is based on the Australian Curriculum and will build student's experiences by providing the following opportunities:

- Students analyse how the periodic table organises elements and use it to make predictions about the properties of elements.
- They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.
- They explain the concept of energy conservation and represent energy transfer and transformation within systems.
- They apply relationships between force, mass and acceleration to predict changes in the motion of objects.
- Students describe and analyse interactions and cycles within and between Earth's spheres.
- They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth.
- They explain the processes that underpin heredity and evolution.
- Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.
- Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation.
- They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data.
- When analysing data, selecting evidence and developing and justifying conclusion, they identify alternative explanations for findings and explain any sources of uncertainty.
- Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.
- They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.



KNOW



PERFORM



ACHIEVE



LEVEL	COURSE OUTLINE	ASSESSMENT	COST AND/OR ESSENTIAL EQUIPMENT/EXCURSIONS
Extension Science	<ul style="list-style-type: none"> <li>• Chemical Sciences – Chemical Properties and Chemical Reactions</li> <li>• Biological Sciences – Heredity and Evolution</li> <li>• Physical Sciences – Force and Motion and Collisions</li> <li>• Earth Science – Global systems and the universe</li> <li>•</li> </ul>	<p>Each term students will be required to demonstrate their achievement through performance in a variety of assessment instruments such as:</p> <ul style="list-style-type: none"> <li>• Examinations</li> <li>• Extended research tasks</li> <li>• Experimental investigations</li> </ul>	<p>A BYOD laptop is also a requirement for undertaking this 1 year program.</p>
Core Science	<ul style="list-style-type: none"> <li>• Chemical Sciences – Chemical Properties and Chemical Reactions</li> <li>• Biological Sciences – Heredity and Evolution</li> <li>• Physical Sciences – Force and Motion and Collisions</li> <li>• Earth Science – Global systems and the universe</li> <li>•</li> </ul>	<p>Each term students will be required to demonstrate their achievement through performance in a variety of assessment instruments such as:</p> <ul style="list-style-type: none"> <li>• Examinations</li> <li>• Extended research tasks</li> <li>• Experimental investigations</li> </ul>	<p>A BYOD laptop is also a requirement for undertaking this 1 year program.</p>
Foundation Science	<ul style="list-style-type: none"> <li>• Chemical Sciences – Chemical Properties and Chemical Reactions</li> <li>• Biological Sciences – Heredity and Evolution</li> <li>• Physical Sciences – Force and Motion and Collisions</li> <li>• Earth Science – Global systems and the universe</li> <li>•</li> </ul>	<p>Each term students will be required to demonstrate their achievement through performance in a variety of assessment instruments such as:</p> <ul style="list-style-type: none"> <li>• Examinations</li> <li>• Extended research tasks</li> <li>• Experimental investigations</li> </ul>	<p>A BYOD laptop is also a requirement for undertaking this 1 year program.</p>



## 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
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>• Cells as the basis of life</li> <li>• Multicellular organisms</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Infectious diseases</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>• Describing biodiversity</li> <li>• Ecosystem dynamics</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>• DNA, genes and the continuity of life</li> <li>• Continuity of life on Earth</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
<ul style="list-style-type: none"> <li>• Data test</li> </ul>		<ul style="list-style-type: none"> <li>• Research investigation</li> </ul>	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> <li>• Student experiment</li> </ul>			
Summative external assessment (EA): 50%			
Examination			



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.



KNOW



PERFORM



ACHIEVE



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Chemical fundamentals — structure, properties and reactions</b> <ul style="list-style-type: none"> <li>• Properties and structure of atoms</li> <li>• Properties and structure of materials</li> <li>• Chemical reactions — reactants, products and energy change</li> </ul>	<b>Molecular interactions and reactions</b> <ul style="list-style-type: none"> <li>• Intermolecular forces and gases</li> <li>• Aqueous solutions and acidity</li> <li>• Rates of chemical reactions</li> </ul>	<b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul>	<b>Structure, synthesis and design</b> <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> <li>• Chemical synthesis and design</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		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			





## 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 matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence.

Students 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
<ul style="list-style-type: none"> <li>• Linear motion and waves</li> <li>• Linear motion and force</li> <li>• Waves</li> </ul>	<ul style="list-style-type: none"> <li>• Thermal, nuclear and electrical physics</li> <li>• Heating processes</li> <li>• Ionising radiation and nuclear reactions</li> <li>• Electrical circuits</li> </ul>	<ul style="list-style-type: none"> <li>• Gravity and electromagnetism</li> <li>• Gravity and motion</li> <li>• Electromagnetism</li> </ul>	<ul style="list-style-type: none"> <li>• Revolutions in modern physics</li> <li>• Special relativity</li> <li>• Quantum theory</li> <li>• The Standard Model</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
<ul style="list-style-type: none"> <li>• Data test</li> </ul>		<ul style="list-style-type: none"> <li>• Research investigation</li> </ul>	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> <li>• Student experiment</li> </ul>			
Summative external assessment (EA): 50%			
Examination			



## Science in Practice

### *Applied Senior Subject*



Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations, they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

### 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 and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.



## Structure

The Science in Practice course is designed around core topics and at least three electives

Unit	Module of work	Assessment Instrument No.	Assessment Instrument
1	<b>Module one</b> Training Programs	1	Project
	<b>Module two</b> Nutrition	2	Collection of work
2	<b>Module three</b> Water	3	Examination
	<b>Module four</b> Life on the Beach	4	Investigation
Interim Standards			
Interim Result			
3	<b>Module five</b> Sports Science	5	Collection of work
		6	Extended response
4	<b>Module six</b> Horticulture	7	Investigation
	<b>Module seven</b> Forensic Science	8	Project





## 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, including:

- at least one investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

Project	Investigation	Collection of work	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students’ own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal</li> <li>• non-presentation: 8 A4 pages max (or equivalent)</li> <li>• presentation: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal</li> <li>• non-presentation: 10 A4 pages max (or equivalent)</li> <li>• presentation: 4–7 minutes.</li> </ul>	<p>At least three different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 200–300 words</li> <li>• spoken: 1½–2½ minutes</li> <li>• multimodal</li> <li>• non-presentation: 6 A4 pages max (or equivalent)</li> <li>• presentation: 2–3 minutes</li> <li>• performance: continuous class time</li> <li>• test: <ul style="list-style-type: none"> <li>• 20–30 minutes</li> <li>• 50–250 words per item.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>





YEAR 10

## Technologies

### Hospitality

Department: Technologies

Elective

Link to Applied: Hospitality Practices

#### COURSE DESCRIPTION

Food Technology is a practical based subject designed to equip students with knowledge, skills and experiences relevant to food, nutrition and the hospitality industry. Problem solving skills will be developed and students will be challenged with design problems.

Students will also learn and follow Workplace, Health and Safety procedures. Cooking skills will be developed to meet the needs of/and support the health of individuals, families and the wider community. An industry approach to cooking for customers/ clients is an underlying concept.

Students will complete practical cookery activities each week and classes will organise and host small functions.

#### 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	CAREER OPTIONS/FURTHER STUDY
Per Semester <ul style="list-style-type: none"> <li>• Folio/report</li> <li>• Written test</li> <li>• Practical work</li> <li>• Research task</li> </ul>	<ul style="list-style-type: none"> <li>• Ingredients and course supplies will be provided each week as part of the Resource Levy</li> </ul>	<ul style="list-style-type: none"> <li>• Year 11/12 Food and Nutrition (General) – Teaching/Food Technology/Nursing</li> <li>• Year 11/12 Hospitality Practices (Applied) - Chef, Food Service Course, Hospitality Courses, Traineeships/ Apprenticeships.</li> <li>• Year 11/12 Early Childhood Studies (Applied) – Child Care Worker</li> </ul>

#### 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.



KNOW



PERFORM



ACHIEVE



## Construction and Engineering

Department: Technologies

Link to Applied: Furnishing

Link to VET: Certificate II Engineering; Certificate I Construction

**Elective**

### COURSE DESCRIPTION:

Cert 1 Manufacturing Pathways (Furnishing) allows students to provide evidence and obtain competencies in a range of core and elective units. This course combines both practical and theory components in a range of basic manufacturing skills and practices. Practical lessons will be in a workshop environment with the theory component completed on in the computer lab.

<p style="text-align: center;"><b>COURSE OUTLINE</b></p> <p>Topics may include:-</p> <ul style="list-style-type: none"> <li>• Make Measurements</li> <li>• Follow OHS Procedures</li> <li>• Use of Hand tools</li> <li>• Work in a team</li> <li>• Operate basic machinery</li> <li>• Construct a basic furniture product</li> </ul>	<p style="text-align: center;"><b>ASSESSMENT</b></p> <p>Assessment involves the competency of creating a small furniture item according to specifications</p>
<p style="text-align: center;"><b>ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS</b></p> <ul style="list-style-type: none"> <li>• HB pencil</li> <li>• Eraser</li> <li>• Note pad</li> <li>• Trade open days</li> </ul>	<p style="text-align: center;"><b>SUBJECT LEADS TO:</b></p> <ul style="list-style-type: none"> <li>• Furnishing (Applied)</li> <li>• Certificate II Engineering Pathways (VET)</li> <li>• Certificate I Construction (VET)</li> </ul>



## Furnishing Skills

### *Applied Senior Subject*



Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

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

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

### Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shop fitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

### Objectives

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

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

### Structure

The Furnishing Skills course is designed around core and elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Production processes</li> </ul>	<ul style="list-style-type: none"> <li>• Cabinet-making</li> <li>• Furniture finishing</li> <li>• Furniture-making</li> <li>• Glazing and framing</li> <li>• Upholstery</li> </ul>



## Assessment

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal                             <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3-6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul>	Students demonstrate production skills and procedures in class under teacher supervision.	<p>60–90 minutes</p> <p>50–250 words per item</p>



YEAR 11 & 12

## Hospitality Practices

### *Applied Senior Subject*

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

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

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

### Pathways

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

### Objectives

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

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes.
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector.



## Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> <li>• Navigating the hospitality industry</li> <li>• Working effectively with others</li> <li>• Hospitality in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Kitchen operations</li> <li>• Beverage operations and service</li> <li>• Food and beverage service</li> </ul>

## Assessment

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

- at least two projects
- at least one investigation or an extended response.

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



## Health and Physical Education

### Physical Education

Department: Health and Physical Education

Link to ATAR: *Physical Education, Psychology*

Link to VET: *Certificate II Sport Coaching*

Elective

#### 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
<p><b>Physical Activities/ Four Theory Content Areas</b></p> <ul style="list-style-type: none"> <li>• Weights</li> <li>• Tennis</li> <li>• Volleyball/Basketball</li> <li>• Badminton/Table Tennis</li> <li>• Anatomy</li> <li>• Sports injuries</li> <li>• Energy Systems</li> <li>• Sociology – Access and Equity in sport</li> </ul>	<p>You will be required to complete two written and two physical assessments per semester. They could include:</p> <ul style="list-style-type: none"> <li>• Written Exams</li> <li>• Physical Assessment</li> <li>• Research assignments (theory)</li> <li>• In-class essays</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching</li> <li>• Nursing</li> <li>• Physiotherapist</li> <li>• Recreation</li> <li>• Sports Trainer</li> <li>• Industry</li> </ul>



## Psychology

Department: Health and Physical Education

Link to ATAR: *Physical Education, Psychology*

Elective

### COURSE DESCRIPTION

This subject covers both Health and Psychology over the course of the year. In Semester 1 students will study Health and investigate the factors that contribute to lifelong health for individuals and the wider community. The subject draws on topics from the health, behavioural, social and physical sciences.

In Semester 2, students will study Psychology. Psychology is the scientific study of the mind and its functions. Psychology incorporates both the scientific study of human behaviour - its biological, cognitive, and social bases - and the systematic application of this knowledge to applied problems.

### COURSE OUTLINE

In Health, students will investigate a health issue that is important to young people (ie Mental health; Alcohol and drug use; Body image; Healthy relationships). In Psychology, students will study psychology as a science, how the brain works and theories of memory.

### ASSESSMENT

Students may be assessed through an exam and/or scientific report or investigation task which will be presented a written report or multimodal presentation.

### FUTURE PATHWAYS

Health leads directly into the General Year 11 and 12 subject Health. Study of Health in Years 11 and 12 can lead to further study and employment in the following fields:

- health science
- public health
- health education and promotion
- allied health services
- nursing and medical professions.

Psychology leads directly into the General Year 11 and 12 subject Psychology and 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 following fields:

- psychology
- sales
- human resourcing
- training
- social work
- health
- law
- business
- marketing and education.





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
<p>Areas of study:</p> <ul style="list-style-type: none"> <li>• Apply business risk management processes</li> <li>• Provide First Aid</li> <li>• Participate in workplace health and safety</li> <li>• Work in a community coaching role</li> <li>• Meet participant coaching needs</li> <li>• Continuously improve coaching skills and knowledge</li> <li>• Coach sport participants up to an intermediate level</li> </ul>	<p>A variety of assessment techniques will be used:</p> <ul style="list-style-type: none"> <li>• Diary of process work</li> <li>• Powerpoint presentations</li> <li>• Written evaluation</li> <li>• Assist with sessions</li> <li>• Analytical essay writing</li> </ul>
<b>FUTURE PATHWAYS</b>	
<p>Possible job titles depend on the specific sport and may include community coach.</p>	



## 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
<b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"> <li>• Motor learning integrated with a selected physical activity</li> <li>• Functional anatomy and biomechanics integrated with a selected physical activity</li> </ul>	<b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"> <li>• Sport psychology integrated with a selected physical activity</li> <li>• Equity — barriers and enablers</li> </ul>	<b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"> <li>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li> <li>• Ethics and integrity</li> </ul>	<b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"> <li>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li> </ul>

## Assessment

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

### Summative assessments

Unit 3		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%



## 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
<p><b>Individual Development</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Psychological science A</li> <li>• Topic 2: The role of the brain</li> <li>• Topic 3: Cognitive development</li> <li>• Topic 4: Human consciousness and sleep</li> </ul>	<p><b>Individual Behaviour</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Psychological science B</li> <li>• Topic 2: Intelligence</li> <li>• Topic 3: Diagnosis</li> <li>• Topic 4: Psychological disorders and treatments</li> <li>• Topic 5: Emotion and motivation</li> </ul>	<p><b>Individual thinking</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Localisation of function in the brain</li> <li>• Topic 2: Visual perception</li> <li>• Topic 3: Memory</li> <li>• Topic 4: Learning</li> </ul>	<p><b>The Influence of others</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Social psychology</li> <li>• Topic 2: Interpersonal processes</li> <li>• Topic 3: Attitudes</li> <li>• Topic 4: Cross – cultural psychology</li> </ul>

## Assessment

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



## The Arts

### Certificate III Visual Art

Department: The Arts

Link to VET: Certificate III in Visual Arts

Elective

**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:
<p>Areas of study may include</p> <ul style="list-style-type: none"> <li>• Drawing + mixed media</li> <li>• Portraiture</li> <li>• Dry point etching</li> <li>• Acrylic painting</li> <li>• Ceramics</li> <li>• Art history – still life, cubism, surrealism</li> </ul>	<p>A variety of assessment techniques will be used:</p> <ul style="list-style-type: none"> <li>• Visual diary of process work</li> <li>• Powerpoint presentations</li> <li>• Written evaluation</li> <li>• Major artworks</li> </ul>	<p>See resource scheme. <i>Art Insight &amp; More About Art</i> textbooks. Possible excursion – Tweed Regional Gallery, HOTA, GC Art Gallery, Bundall</p>
CAREER OPTIONS/FURTHER STUDY		
<ul style="list-style-type: none"> <li>• Fine Arts degree</li> <li>• Architect</li> <li>• Interior or Exterior Designer</li> <li>• Artist</li> <li>• Gallery Director</li> <li>• Appraiser</li> <li>• Researcher</li> </ul>	<ul style="list-style-type: none"> <li>• Industrial Design</li> <li>• Animator</li> <li>• Graphic Artist</li> <li>• Computer Design</li> <li>• Photographer</li> <li>• Make Up Artist</li> <li>• Set Designer</li> <li>• Fashion Designer</li> <li>• Art Historian</li> <li>• Tattoo Artist</li> </ul>	



## Certificate III in Dance

Department: The Arts

Link to VET: Certificate III in Dance

Elective

### 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
<p>Areas of study may include:</p> <ul style="list-style-type: none"> <li>• Jazz &amp; Funk</li> <li>• Contemporary Dance</li> <li>• Musical Theatre</li> <li>• Hip Hop</li> </ul>	<p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Choreography</li> </ul>
ESSENTIAL RESOURCES/ POSSIBLE EXCURSIONS:	CAREER OPTIONS/FURTHER STUDIES
<ul style="list-style-type: none"> <li>• Performing Arts t-shirt</li> <li>• Black leggings</li> <li>• Dance workshop</li> <li>• Dance eisteddfod for dance team students</li> </ul>	<ul style="list-style-type: none"> <li>• Yr 11/12 Certificate III in Dance</li> <li>• University Dance degrees</li> <li>• Education degree – dance teacher</li> <li>• Private dance school tutor</li> <li>• Performer</li> </ul>



YEAR 10

## Drama Excellence or Drama in Practice

Department: The Arts

Link to ATAR: Drama

Elective

### PRE-REQUISITE SUBJECTS:

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

### COURSE DESCRIPTION:

Drama is a unique art form that represents and re-enacts experiences, ideas, stories and emotions. Drama enables students to develop important 21<sup>st</sup> century skills, such as creative & critical thinking, communication, collaboration and problem solving, which are transferable across a wide range of careers. Drama provides a medium for exploration, social criticism, celebration and entertainment.

COURSE OUTLINE	ASSESSMENT
<p>Areas of study may include:</p> <ul style="list-style-type: none"> <li>• Realism</li> <li>• Australian Drama</li> <li>• Elizabethan Drama</li> <li>• Contemporary Performance</li> </ul> <p><b>ESSENTIAL RESOURCES/POSSIBLE EXCURSIONS:</b></p> <ul style="list-style-type: none"> <li>• Comfortable 'theatre blacks' for rehearsals (black t-shirt &amp; pants)</li> <li>• Live Professional Performance (in-house or excursion)</li> </ul>	<p>A variety of assessment techniques will be used including:</p> <ul style="list-style-type: none"> <li>• Group performance</li> <li>• Script-writing/ storyboarding</li> <li>• Devising</li> <li>• Directing</li> <li>• Extended analytical response</li> </ul> <p><b>CAREER OPTIONS/FURTHER STUDY:</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Arts – Drama</li> <li>• Bachelor of Creative Arts -Acting</li> <li>• Bachelor of Communications</li> <li>• Bachelor of Education</li> <li>• Acting, Technical Production or Directing pathways</li> <li>• Events Management, lawyer, media, journalist, teacher, producer, writer</li> </ul>





YEAR 10

## Music/Music Excellence

Department: The Arts

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

Link to VET: Certificate III in Music

Elective

### 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
<p>A variety of topics are covered: eg.</p> <ul style="list-style-type: none"> <li>• Rock music</li> <li>• Musical theatre</li> <li>• Blues</li> <li>• Instrumental</li> <li>• Vocal Music</li> <li>• Current music</li> </ul>	<p>Students are assessed in three main areas:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Performance</li> <li>• Composition</li> </ul>	<p>Students should be willing to develop performance skills. Year 9 Music is an advantage but not a prerequisite.</p> <p>Students are expected to participate in school performances, eg. String Ensemble, Concert Band, Vocal Group, Awards Night and Performing Arts Showcase.</p>



## 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
<p><b>Designs</b> Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p><b>Identities</b> Through inquiry learning, the following is explored:</p> <p>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?</p>	<p><b>Innovations</b> Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p><b>Narratives</b> Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

## 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): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% Examination			



## 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
<b>Explore</b> <ul style="list-style-type: none"> <li>• Key idea 1: Initiate best practice</li> <li>• Key idea 2: Consolidate best practice</li> </ul>	<b>Emerge</b> <ul style="list-style-type: none"> <li>• Key idea 3: Independent best practice</li> </ul>

## 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
<b>Explore</b> <ul style="list-style-type: none"> <li>• Key idea 1: Initiate best practice</li> <li>• Key idea 2: Consolidate best practice</li> </ul>	<b>Emerge</b> <ul style="list-style-type: none"> <li>• Key idea 3: Independent best practice</li> </ul>

## 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			



## 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
<b>Explore</b> <ul style="list-style-type: none"> <li>• Key idea 1: Initiate best practice</li> <li>• Key idea 2: Consolidate best practice</li> </ul>	<b>Emerge</b> <ul style="list-style-type: none"> <li>• Key idea 3: Independent best practice</li> </ul>

## 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			



## Drama in Practice

### *Applied Senior Subject*



Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings.

A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists.

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

## Pathways

The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Drama develop transferable 21st century skills essential for many areas of employment.

As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of 'the creative' across many workplaces is increasingly in demand. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

Tertiary studies, vocational education or work experience in the area of drama can lead to and benefit careers in diverse fields such as:

- communication, e.g. writer, communication strategist, arts editor, blogger/vlogger
- creative industries, e.g. professional performer, actor, director, dramaturge, independent artist, artistic director, costume designer, producer, rehearsal director, theatre technician, stage manager, dialect coach, radio presenter
- education, e.g. educator in schools, corporate, private studios, community, universities and professional drama company education programs
- public relations, e.g. campaign manager, publicist, creative director
- research, e.g. researcher and academic, journalist/critic
- science and technology, e.g. drama health professional with further specialised training in areas of medicine, health, therapy.



## Objectives

By conclusion of the course of study, students will have the opportunity to learn.

1. **Use drama practices.** When making, students use dramatic languages to devise, direct and perform drama works.
2. **Plan drama works.** When responding, students analyse key features of purpose and context to plan drama works. They make decisions, explore solutions and select strategies to achieve goals.
3. **Communicate ideas.**
  - When making, students use dramatic languages to devise, direct and perform drama works that suit purpose, context and audience.
  - When devising and directing drama, students organise and synthesise dramatic languages and production elements and technologies to make drama works that convey ideas.
  - When performing, they use skills of acting (performance skills, expressive skills) to interpret, manipulate and express ideas.
4. **Evaluate drama works.** When responding, students appraise strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for purpose and contexts. Students select and use drama terminology and language conventions when producing written, spoken or signed evaluations.

## Structure

Drama in Practice is a four-unit course of study. Each unit of study has two assessments.

Collaboration	Community	Contemporary	Commentary
Students are provided with opportunities to participate in the collaborative process in Drama, taking a theatrical work from a brief to a performance.	Students engage in authentic interactions by accessing and participating in drama activities that relate to the lives and interests of a community.	Students develop the knowledge, understanding and skills required to make and respond to drama works that explore and reflect contemporary trends in theatre.	As theatre-makers, students explore and respond to the issues and events that affect our lives on a local, national and global scale.

## Assessment

There are three different kinds of assessment. Every unit contains a Performance task and either a Directorial project or a Devising project.



KNOW



PERFORM



ACHIEVE



Performance	Directorial Project	Devising Project
Students perform the excerpt of a published script or student-devised scene in an ensemble.	Students plan, make and evaluate a director's brief for an excerpt of a published script.	Students plan, devise and evaluate a scene for an identified community issue, story or person of interest.
<ul style="list-style-type: none"> <li>• Performance (live or recorded): up to 4 minutes</li> <li>• performed in small groups (2–4 actors).</li> </ul> assessed individually.	<ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> <li>• Written: up to 600 words</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> </ul>