SENIOR
SUBJECT SELECTION HANDBOOK

2026

All contents of this handbook are correct at the time of publication but are subject to change. Subjects will only be offered based on demand and timetabling constraints.

Contents

Contents

INTRODUCTION

The purpose of this guide is to support schools through the provision of a resource that guides students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school's curriculum offerings.

Schools design curriculum programs that provide a variety of opportunities for students while catering to individual schools' contexts, resources, students' pathways and community expectations.

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations and Short Courses syllabuses. Schools that require further detail about any subject should access the syllabuses from the QCAA portal.

Before distribution, it is recommended that schools review, delete and add to the information to personalise the subject guide for each school context.

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.

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. To be issued a QCE, students need to accrue the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. These requirements are aimed at ensuring students complete their senior schooling with the knowledge and skills they need for success in life beyond school. The QCE is issued to eligible students when they meet all requirements, usually at the end of Year 12.

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 three types of senior subject syllabuses — General, Applied, 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 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 and to 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.

Vocational Education and Training (VET)

Vocational education and training (VET) provides valid and important pathway options for many students. External VET partners with industry and government to provide people with workplace skills and technical knowledge to help them advance their career now and in the future. Students can access VET programs through an external Registered Training Organisation (RTO). These courses can be funded by government. This funding is managed by the school and the associated costs are identified in the relevant section of this guide.

Vocational Education and Training (VET) Marsden RTO Qualifications

As the Registered Training Organisation (RTO), Marsden State High School offers a range of nationally recognised VET subjects that do not require any form of funding. These subjects are entirely managed and run by Marsden State High School as the RTO 30117

Vocational Education and Training (VET) External RTO Qualifications (Fee for Service)

These national recognised courses are provided by external Registered Training Organisations (RTO) and incur a fee. These fee for these courses are added to the student's school fees. Information on fees are included in the relevant sections. Fee for service qualifications can be delivered by the external provider, or by Marsden SHS staff on behalf of the external provider with the provision of relevant HR staff Profile.

Subject Costs: Please note the costs for subjects listed are a guide and may change.

The SRS list once published will be the confirmed cost for 2026

All music and dance excellence programs incur a cost of $150.

All excellence programs incur a cost of $150 each.

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.

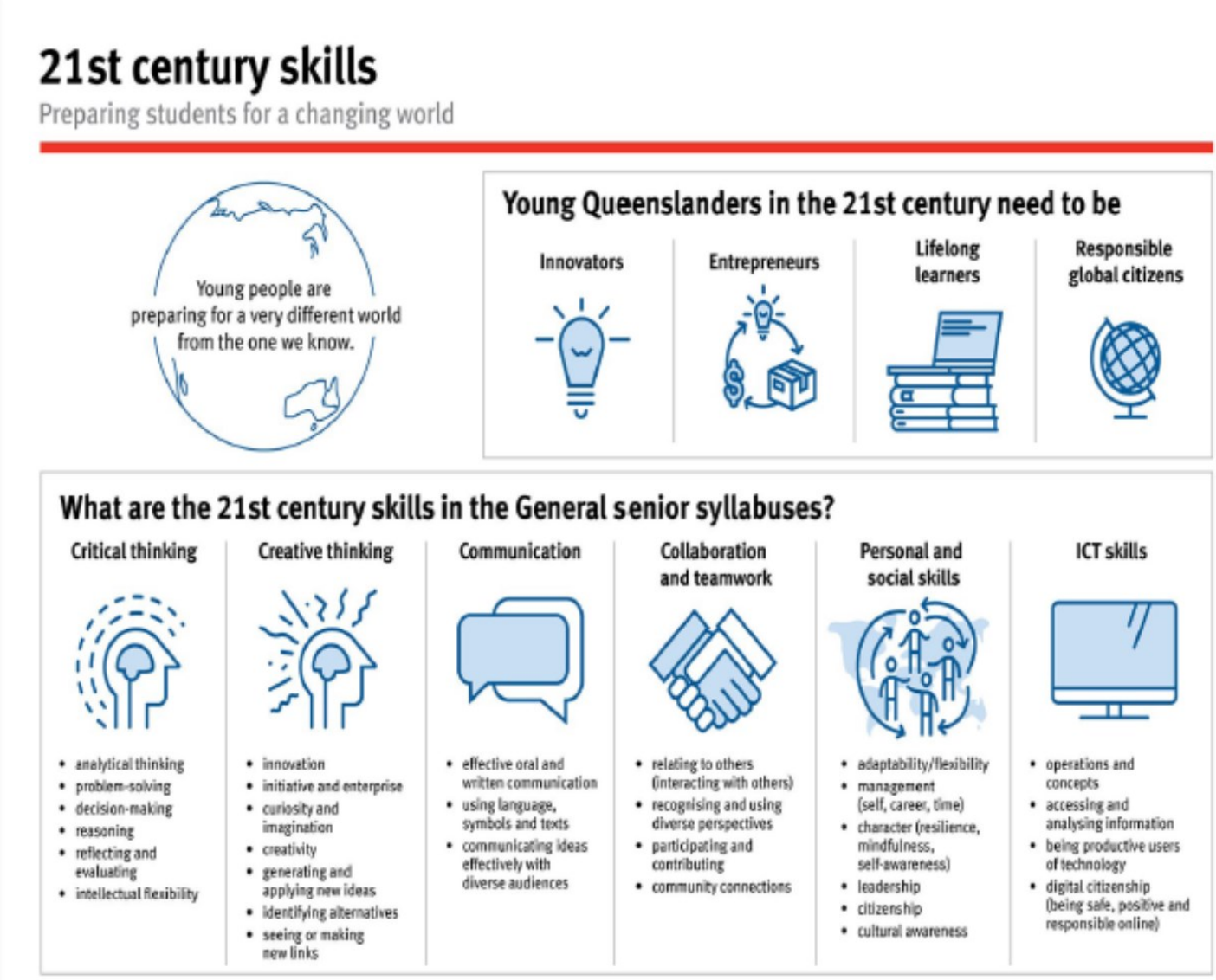
English requirement
Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and 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.

Senior External Examination – General Information
The Senior External Examination consists of 21 individual subject examinations provided across Queensland in October and November each year. Results are based solely on examination performance. Any class tests or assignments completed during the year will not contribute to results. This differs from the system of externally moderated school-based assessment in place in Queensland secondary schools.

21ST CENTURY SKILLS

The skills derived through senior education and needed in the 21st century are unique, and differ from those skills needed in the past. Marsden State High Schools focus on these skills will assist in preparing students with the knowledge, skills and confidence to participate effectively in the community and the economy.



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, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

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

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

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

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

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

SENIOR EXTERNAL EXAMINATIONS

Senior External Examinations course overview

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

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

The Senior External Examination is for:

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

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

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

Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available 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.

Arts

General

- Dance
- Drama
- Film, Television and New Media
- Music
- Visual Arts

Applied

- Dance in Practice
- Drama in Practice
- Media Arts in Practice
- Music in Practice
- Visual Arts in Practice

Vocational Education and Training (VET) Marsden RTO

- Certificate III in Dance
- Certificate III in Music Industry
- Certificate III in Screen and Media

English

General

- English
- English as an Additional Language or Dialect
- Literature
- English & Literature Extension

Applied

- Essential English

Food and Design Technology

Applied

- Early Childhood Studies
- Fashion
- Hospitality Studies

Vocational Education and Training (VET) "Funded"

- Certificate II in Hospitality
- Certificate III in Hospitality

HPE

General

- Health
- Physical Education

Applied

- Sport and Recreation Core / Sport Excellence

Vocational Education and Training (VET) Fee for Service

- Certificate III in Fitness
- Certificate II in Sports Coaching & Certificate III in Sports Coaching

Humanities, Business and Languages

General

- Accounting
- Ancient History
- Business
- Chinese
- Economics
- Legal Studies
- Modern History
- Philosophy and Reason
- Spanish

Applied

- Business Studies
- Religion and Ethnics
- Social and Community Studies

Humanities, Business and Languages (continued)

Vocational Education and Training (VET) Marsden RTO

- Certificate II in Tourism
- Certificate II in Active Volunteering

Vocational Education and Training (VET) Fee for Service

- Certificate III in Business

Industrial Technology and Design

General

- Design

Applied

- Industrial Graphics Skills
- Industrial Technology Skills

Vocational Education and Training (VET) "Funded"

- Certificate I in Construction
- Certificate II in Engineering Pathways
- Certificate II in Automotive Vocational Preparation
- Certificate II in Electrotechnology

Information and Communication Technologies (eSports)

General

- Digital Solutions

Applied

- Information and Communication Technology

Vocational Education and Training (VET) Marsden RTO

- Certificate II in Applied Digital Technology & Certificate II in Skills for Work and Vocational Pathways (**Sports Technology**)

Vocational Education and Training (VET) "Funded"

- Certificate II in Engineering Pathways & Certificate III in Aviation (**Remote Pilot**)
- Certificate II in Engineering Pathways & Certificate III in Information Technology (**Robotics and Programming**)

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

Science

General

- Biology
- Chemistry
- Earth & Environmental Science
- Food and Nutrition
- Physics
- Psychology

Applied

- Aquatic Practices
- Science in Practice

MSHS General Subjects

General Senior Subject

General

General syllabuses

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

Accounting

Ancient History

Biology

Business

Chemistry

Chinese

Dance

Design

Digital Solutions

Drama

Earth & Environmental Science

Economics

English

English as an Additional Language or Dialect

English & Literature Extension

Film, Television and new Media

Food and Nutrition

General Mathematics

Health

Legal Studies

Literature

Mathematical Methods

Modern History

Music

Philosophy and Reason

Physical Education

Physics

Psychology

Specialist Mathematics

Spanish

Visual Art

Accounting

General Senior Subject

General

School Code	ACC			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	English—C Standard Humanities/Business—C Standard Maths—C Standard			
21st Century Skills				

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

Accounting aims to develop students:

- Fundamental concepts such as accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis
- synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations
- students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources

The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

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

- .comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning.

Accounting

General Senior Subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting Introduction to accounting Accounting for today's businesses	**Financial reporting** End-of-period reporting for today's businesses Performance analysis of a sole trader business	**Managing resources** Cash management Managing resources for a sole trader business	**Accounting — the big picture** Fully classified financial statement reporting and analysis for a sole trader business Complete accounting process for a sole trader business Performance analysis of a public company

Assessment:

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

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

Summative assessments:

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — cash management	25%	Summative internal assessment 3 (IA3): • Examination — combination response	25%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Ancient History

General Senior Subject

General

School Code	AHS			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	English—C Standard Humanities/History—C Standard			
21st Century Skills				

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Ancient History aims to develop students:

- Understanding historical issues—such as problematic nature of evidence
- Pose historical questions about the past
- Explore differing perspectives in texts
- Skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically
- students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

Pathways

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

Objectives

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

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Ancient History

General Senior Subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world **TOPIC 1** • Digging up the past **TOPIC 2** • Features of Ancient society-exploring aspects of society in conjunction with an Ancient civilisation	**Personalities in their time** • Chosen by the teacher examples include. Hatshepsut, Alexander the Great	**Reconstructing the ancient world** • Early Imperial Rome • The Medieval Crusades	**People, power and authority** • Thebes—East and West QCAA will nominate one topic that will be the basis for an external examination from: • Caesar • Augustus • Cleopatra

Assessment:

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Biology

General Senior Subject

General

School Code	BIO			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	Foundation Science General — B Standard English — C Standard Foundation General Maths—C Standard			
21st Century Skills				

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to 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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes

Biology

General Senior Subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Assessment:

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

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

Summative assessments:

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

Costs

Approx. $60 for compulsory excursion costs (for assessment).

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Business

General Senior Subject

General

School Code	BUS			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	English—C Standard Humanities/Business—C Standard			
21st Century Skills				

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Business aims to develop students:

- Integrates an Inquiry approach—critical observers of business practices
- use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information
- evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought
- 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 situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

Business

General Senior Subject

General

Structure:

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

Assessment:

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

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

Summative assessments:

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

Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Chemistry

General Senior Subject

General

School Code	CHM			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	Foundation Science General - B standard Foundation General Maths - B standard Foundation Math Methods - recommended English - C standard			
21st Century Skills				

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence

Chemistry

General Senior Subject

General

Structure:

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

Assessment:

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

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

Summative assessments:

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

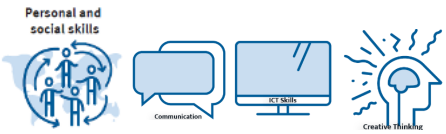
Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Chinese

General Senior Subject

General

School Code	CHI			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	Native Speaker or Study Mandarin Chinese in Year 10—C Standard Can also have studied Chinese in Year 9—B Standard			
21st Century Skills				

Chinese provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Chinese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Chinese aims to develop students:

- to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving.
- to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.
- ability to communicate in an additional language such as Chinese is an important 21st century skill
- develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Pathways

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

Objectives

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

- comprehend Chinese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Chinese.

Chinese

General Senior Subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 **My world** • Family/carers • Peers • Education	探索世界 **Exploring our world** • Travel and exploration • Social customs • Chinese influences around the world	社会现象: 文化和特性 **Our society: culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	我的现在和未来 **My present; my future** • The present • Future choices

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 — short response	20%	Summative internal assessment 3 (IA3): • Multi modal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Dance

General Senior Subject

General

School Code	DAN		
Year Level	11 & 12	**QCE Credits**	4
Subject Type	General Subject	**VET Contribution**	N/A
Recommended Academic Performance	Year 10 English — C Standard Year 10 Dance/Dance Excellence — C Standard		
21st Century Skills			

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion. Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

Pathways:

This subject prepares young people for participation in the 21st century. Dance has the means to prepare students for future possibilities, with transversal skills and the capacity for flexible thinking and doing. The study of dance enables the application of critical thinking and literacy skills through which students create, demonstrate, express and reflect on meaning made through movement. Critical thinking and literacy skills are essential skills for the artist as both maker and audience, and learning in Dance prepares students to engage in a multimodal world. Dance develops individuals who are culturally intelligent, creative, and complex and critically reflective thinkers.

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

Objectives:

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
  evaluate dance, justifying the use of dance concepts and dance skills.

Dance

General Senior Subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? • Genres: - Contemporary - at least one other genre • Subject matter: - meaning, purpose and context - historical and cultural origins of focus genres	**Moving through environments** How does the integration of the environment shape dance to communicate meaning? • Genres: - Contemporary - at least one other genre • Subject matter: - physical dance environments including site-specific dance - virtual dance environments	**Moving statements** How is dance used to communicate viewpoints? • Genres: - Contemporary - at least one other genre • Subject matter: - social, political and cultural influences on dance	**Moving my way** How does dance communicate meaning for me? • Genres: - fusion of movement styles • Subject matter: - developing a personal movement style - personal viewpoints and influences on genre

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): • Project — dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Costs

It is expected that students studying this subject participate in **BYOD — Bring Your Own Device.** Please see page 153 for further information and device specifications.

Design

General Senior Subject

General

School Code	DES		
Year Level	11 & 12	QCE Credits	4
Subject Type	General Subject	VET Contribution	N/A
Recommended Academic Performance	English – High C Standard (minimum)		
21st Century Skills			

Design focuses on the application of design thinking to imagine creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies.

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

Students learn about and experience design through **exploring** needs, wants and opportunities; developing ideas and design concepts; using **drawing** and low-fidelity **prototyping** skills; and **evaluating** ideas and design concepts. They **communicate** design proposals to suit different audiences.

Pathways

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

Objectives

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

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

Costs

It is expected that students studying this subject participate in BYOD. Please see Students studying design are required to purchase:

- An A4 Visual Diary
- Black fine-line pen
- Thick black marker (such as a Sharpie or Artline 210)

Design

General Senior Subject

General

Structure:

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

Assessment:

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

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

Summative assessments:

Unit 3		Unit 4	
Summative internal assessment 1: Examination - design challenge	20%	Summative internal assessment 3: Project	25%
Summative internal assessment 2: Project	30%	Summative external assessment 2: Examination	25%

Costs

It is expected that students studying this subject participate in BYOD.

Digital Solutions

General Senior Subject

General

School Code	DIS		
Year Level	11 & 12	**QCE Credits**	4
Subject Type	General Subject	**VET Contribution**	N/A
Recommended Academic Performance	English – C Standard Maths—C Standard Pre-requisite — English and Information Technology.		
21st Century Skills			

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

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

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

Pathways:

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

Objectives:

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Digital Solutions

General Senior Subject

General

Structure:

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

Assessment:

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

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

Summative assessments:

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%

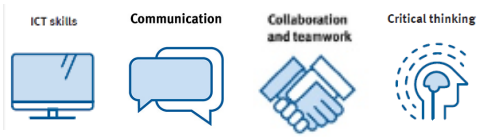
Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Drama

General Senior Subject

General

School Code	DRA		
Year Level	11 & 12	**QCE Credits**	4
Subject Type	General Subject	**VET Contribution**	N/A
Recommended Academic Performance	English – C Standard Successful completion of Year 10 Drama is highly recommended		
21st Century Skills			

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning -making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

Pathways:

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways

Objectives:

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

- demonstrate skills of drama
  apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

Drama

General Senior Subject

General

Structure:

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

Assessment:

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

In Units 3 and 4 students complete four summative assessments. 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): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Earth & Environmental Science

General Senior Subject

General

School Code	ESC		
Year Level	11 & 12	**QCE Credits**	4
Subject Type	General Subject	**VET Contribution**	N/A
Recommended Academic Performance	Foundation Science General — B Standard English — C Standard Foundation General Maths — C Standard		
21st Century Skills	Communication  Critical thinking 		

Earth & Environmental Science provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere. In Unit 1, students examine the evidence underpinning theories of the development of Earth systems, their interactions and their components. In Unit 2, students investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. In Unit 3, students examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. In Unit 4, students consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

Earth & Environmental Science aims to develop students':

- interest in Earth and environmental science and their appreciation of how this multidisciplinary knowledge can be used to understand contemporary issues
- understanding of Earth as a dynamic planet consisting of four interacting systems: the geosphere, atmosphere, hydrosphere and biosphere
- appreciation of the complex interactions, involving multiple parallel processes, that continually change Earth systems over a range of timescales
- understanding that Earth and environmental science knowledge has developed over time; is used in a variety of contexts; and influences, and is influenced by, social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
- ability to critically evaluate Earth and environmental science concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate understanding, findings, arguments and conclusions related to Earth and its environments, using appropriate representations, modes and genres.

Pathways

A course of study in Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Earth & Environmental Science

General Senior Subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Earth systems • Earth systems and models • Development of the geosphere • Development of the atmosphere and hydrosphere • Development of the biosphere	**Earth processes — energy transfers and transformations** • Energy for Earth processes • Energy for atmospheric and hydrologic processes • Energy for biogeochemical processes	**Living on Earth — extracting using and managing Earth resources** • Use of non-renewable Earth resources • Use of renewable Earth resources	**The changing Earth — the cause and impact of Earth hazards** • The cause and impact of Earth hazards • The cause and impact of global climate change

Assessment:

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

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

Summative assessments:

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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			

Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Approximately $50 cost for excursion

Economics

General Senior Subject

General

School Code	ECO		
Year Level	11 & 12	**QCE Credits**	4
Subject Type	General Subject	**VET Contribution**	N/A
Recommended Academic Performance	English—B Standard Humanities/Business—B Standard Foundation General Maths—B Standard		
21st Century Skills			

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Objectives

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

- comprehend economic concepts, principles and models
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

Economics

General Senior Subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models Topic 1: The basic economic problem Topic 2: Economic flows Topic 3: Market forces	**Modified markets** Topic 1: Markets and efficiency Topic 2: Case options of market measures and strategies	**International economics** Topic 1: International trade Topic 2: Global economic issues	**Contemporary macroeconomics** Topic 1: Macroeconomics objectives and theory Topic 2: Economic indicators and past budget stances Topic 3: Economic management

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 of A-E.

Summative assessments:

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

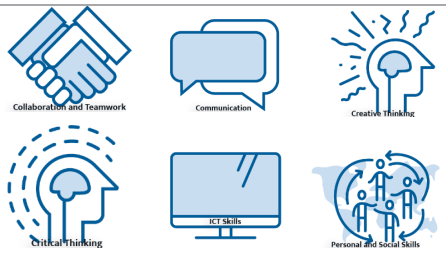
Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

English

General Senior Subject

General

School Code	ENG			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	English—C+ Standard			
21st Century Skills				

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.

A C standard on General English is a pre-requisite for many university courses.

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.

English

General Senior Subject

General

Structure:

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

Assessment:

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

Unit 1		Unit 2	
Formative internal assessment (FIA1) • Extended response—comparative analytical written response (short story and editorial article, up to 1300 words). FIA2 • Extended response– persuasive spoken response (multimodal speech in response to media text up to 7 mins)	25% 25%	FIA3 • Examination extended imaginative written response (in response to Australian poetry—700-900 words) FIA4 • Examination extended written response (in response to a Shakespeare text- 700-900 words)	25% 25%

Unit 3		Unit 4	
IA1 • Extended response– persuasive spoken response (speech in response to media text up to 8 minutes)	25%	IA3 • Examination extended imaginative written response (in response to a collection of poetry)	25%
Summative internal assessment 1 (IA2) • Extended response—comparative analytical written response (short story and editorial article, up to 1500 words)	25%	Summative external assessment (EA) • Examination extended written response (in response to text from prescribed text list)	25%

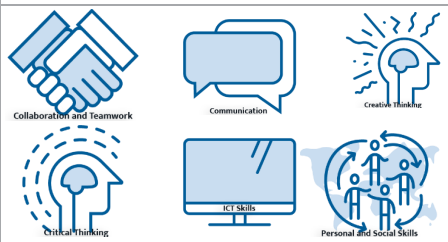
Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

English as an Additional Language or Dialect

General Senior Subject

General

School Code	EAL			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	English—C+ Standard & EAL Background			
21st Century Skills				

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also 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.

A minimum C standard in a General English subject is a pre-requisite for many university courses. Please check that your preferred University accepts EAL as a General English equivalent.

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

English as an Additional Language or Dialect

General Senior Subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Language, text and culture • Examining and shaping representations of culture in texts • Responding to a variety of media and literary texts • Creating analytical and persuasive texts	**Perspectives in texts** • Examining and shaping perspectives in texts • Responding to literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Issues, ideas and attitudes** • Exploring representations of issues, ideas and attitudes in texts • Responding to literary and persuasive texts • Creating analytical and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment:

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

Unit 1		Unit 2	
Formative Internal Assessment 1 (FIA1) • Examination—extended comparative analytical response (short story and editorial article 2 hours)	25%	FIA3 • Extended response—imaginative spoken (monologue, up to 7 minutes)	25%
FIA2 • Extended written response persuasive (script from media text, up to 1100 words)	25%	FIA4 • Examination: extended analytical response (Shakespeare text 700 –900 words)	25%

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 – analytical written response (2 hours)	25%	Summative internal assessment 3 (IA3): • Extended response – imaginative spoken/multimodal response (up to 8 minutes)	25%
Summative internal assessment 2 (IA2): • Extended response – persuasive written response (up to 1200 words)	25%	Summative external assessment (EA): • Examination – analytical extended response (2 hours)	25%

Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

English & Literature Extension

General Senior Subject

General

School Code	ENG			
Year Level	12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Prerequisite	Units 1 & 2 General English or Literature			
21st Century Skills				

English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences.

The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Pathways

English & Literature Extension fosters students' capacity to think critically, engage with diverse perspectives, and communicate with clarity and purpose—skills essential for active local and global citizenship. Through the study of texts and theories, students deepen their understanding of cultural, social, and ethical issues, equipping them to contribute thoughtfully to conversations that shape communities and the wider world.

Objectives

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

- Demonstrate understanding of literary texts studied to develop interpretation/s.
- Demonstrate understanding of different theoretical approaches to exploring meaning in texts.
- Demonstrate understanding of the relationships among theoretical approaches.
- Apply different theoretical approaches to literary texts to develop and examine interpretations.
- Analyse how different genres, structures and textual features of literary texts support different interpretations.
- Use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions.
- Use textual features in extended analytical responses to create desired effects for specific audiences.
- Evaluate theoretical approaches used to explore different interpretations of literary texts.
- Evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them.
- Synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.

English & Literature Extension

General Senior Subject

General

Structure:

		Unit 3	Unit 4
		Ways of reading: • Learn how different theories influence the way texts are interpreted. • Experiment with various reading and interpretive practices. • Become familiar with different schools of thought in literary theory.	**Exploration and evaluation:** • Apply theory: Use literary theories from Unit 3 to analyse texts independently. • Explore texts: Investigate a variety of texts through a chosen theoretical lens. • Research and write: Develop and write an extended academic research paper.

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).

Unit 3		Unit 4	
IA1 • Reading defence– written response up to 2000 words	20%	IA3 • Academic research paper—up to 3000 words	35%
(IA2) • Defence of a complex transformation—written up to 800 words/multimodal up to 5 minutes/ spoken or multimodal up to 10 minutes	20%	Summative external assessment (EA) • Examination extended written response (in response to three short stories) - 120 minutes working time	25%

Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Film, Television and New Media

General Senior Subject

General

School Code	FTM			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	English — C Standard Year 10 Film — C Standard			
21st Century Skills				

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

Pathways:

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

Objectives:

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

Film, Television and New Media

General Senior Subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Foundation Concept: technologies • How are tools and associated processes used to create meaning? Concept: institutions • How are institutional practices influenced by social, political and economic factors? Concept: languages • How do signs and symbols, codes and conventions create meaning?	**Story forms** Concept: representations • How do representations function in story forms? Concept: audiences • How does the relationship between story forms and meaning change in different contexts? Concept: languages • How are media languages used to construct stories?	**Participation** Concept: technologies • How do technologies enable or constrain participation? Concept: audiences • How do different contexts and purposes impact the participation of individuals and cultural groups? Concept: institutions • How is participation in institutional practices influenced by social, political and economic	**Identity** Concept: technologies • How do media artists experiment with technological practices? Concept: representations • How do media artists portray people, places, events, ideas and emotions? Concept: languages • How do media artists use signs, symbols, codes and conventions in experimental ways to

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): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic production	35%
Summative internal assessment 2 (IA2): • Multi-platform content project	25%		
Summative external assessment (EA): 25% • Examination — extended response			

Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Food and Nutrition

General Senior Subject

General

School Code	FNU			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	Foundation Science General — B Standard English — B Standard Foundation General Maths — C Standard			
21st Century Skills				

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and protein-based food, as well as sensory profiling, food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage. In Unit 4, students focus on the investigation of problems for nutrition consumer markets and develop solutions for these while improving safety, nutrition, transparency and accessibility, as well as considering the wider impacts and implications of solutions.

Pathways:

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Objectives:

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Food and Nutrition

General Senior Subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions	**Food drivers and emerging trends** • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumers	**Food science of carbohydrate and fat** • Carbohydrate • Fat • Developing food solutions	**Food solution development for nutrition consumer markets** • Formulation and reformulation for nutrition consumer markets • Nutrition consumer markets

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): Project Folio - Food & Nutrition solution	25%
Summative internal assessment 2 (IA2): Project Folio - Food & Nutrition solution	25%	Summative external assessment (EA): Examination — combination response	25%

Costs

Subject levy: $75 per semester of study (across the two year course) to cover cost of foods and ingredients required.

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

General Mathematics

General Senior Subject

General

School Code	MAG		
Year Level	11 & 12	**QCE Credits**	4
Subject Type	General Subject	**VET Contribution**	N/A
Recommended Academic Performance	Foundational General Mathematics – C Standard		
21st Century Skills			

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:

1. Recall mathematical knowledge.
2. Use mathematical knowledge.
3. Communicate mathematical knowledge.
4. Evaluate the reasonableness of solutions.
5. Justify procedures and decisions.
6. Solve mathematical problems.

General Mathematics

General Senior Subject

General

Structure:

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

Assessment:

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

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

Summative assessments:

Unit 3		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			

Cost:

Students participating in this subject need a scientific calculator.

It is expected that students studying this subject participate in BYOD. Please see page 122 for further information and device specifications.

Health

General Senior Subject

General

School Code	HEA			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	English—B Standard Humanities/Geography—B Standard			
21st Century Skills	 			

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

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

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

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

Pathways:

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

Objectives:

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

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Health

General Senior Subject

General

Structure:

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

Assessment:

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

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

Summative assessments:

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — action research	25%	Summative internal assessment 3 (IA3): • Investigation —analytical exposition	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination	25%

Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Legal Studies

General Senior Subject

General

School Code	LEG			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	English—C Standard Humanities/Civic and Justice—C Standard			
21st Century Skills				

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

Legal Studies aims to develop students:

- primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations
- Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning
- confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system

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 to suit the intended purpose.

Legal Studies

General Senior Subject

General

Structure:

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

Assessment:

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

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

Summative assessments:

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

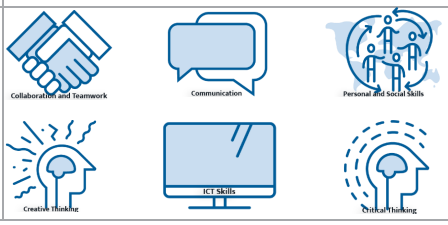
Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Literature

General Senior Subject

General

School Code	LIT			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	English—C+ Standard			
21st Century Skills				

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster: • the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts

- the skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers

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 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

Literature

General Senior Subject

General

Structure:

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

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).

Unit 1		Unit 2	
Formative internal assessment (FIA1) • Examination– analytical written response (700-900 words; 2 hours plus 15 minutes planning time) Formative internal assessment (FIA2) • Extended response — imaginative spoken/multimodal response (up to 8 minutes)	25% 25%	Formative internal assessment (FIA3) Extended response—imaginative written response (up to 1800 words) Formative internal assessment (FIA4) • Examination — analytical written response (700-900 words)	25% 25%

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — analytical written response (2 hours plus 15 minutes planning time)	25%	Summative internal assessment 3 (IA3): • Extended response—imaginative written response (up to 2000 words)	25%
Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response (up to 9 minutes for multimodal, or up to 8 minutes for spoken)	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Mathematical Methods

General Senior Subject

General

School Code	MAM			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	Foundational Mathematical Methods - C Standard			
21st Century Skills				

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:

1. Recall mathematical knowledge.
2. Use mathematical knowledge.
3. Communicate mathematical knowledge.
4. Evaluate the reasonableness of solutions.
5. Justify procedures and decisions.
6. Solve mathematical problems.

Mathematical Methods

General Senior Subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation.	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables.	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions.

Assessment:

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

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

Summative assessments:

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

Cost:

It is expected that students studying this subject participate in BYOD. Please see page 122 for further information and device specifications.

Students will need a graphics calculator. Hireable from the school at a cost of $50.00/yr. A scientific calculator will also be beneficial.

Modern History

General Senior Subject

General

School Code	MHS			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	English—C Standard Humanities/History—C Standard			
21st Century Skills				

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Modern History aims to develop students:

- Understanding historical issues—such as problematic nature of evidence
- Explore differing perspectives in texts
- Skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically
- students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

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:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Modern History

General Senior Subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, • Boxer Rebellion	**Movements in the modern world** • Women's movement • African-American civil rights move-ment	**National experiences in the modern world** • Germany • Soviet Union,	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Cold War

NB—topics may subject to change

Assessment:

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

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — short responses	25%

Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Music

General Senior Subject

General

School Code	MUS			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	English — C Standard Year 10 Music/Music Excellence — C Standard			
21st Century Skills				

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Pathways:

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — ***all of which is sought after in modern workplaces.***

Objectives:

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

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

Music

General Senior Subject

General

Structure:

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

Assessment:

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

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

Summative Assessments:

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

Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Philosophy and Reason

General Senior Subject

General

School Code	PHI			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	English—C Standard Humanities/Business—C Standard			
21st Century Skills				

Philosophy & Reason combines the discipline of philosophy with the associated methodology of critical reasoning and logic. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables students to make rational arguments, espouse viewpoints and engage in informed discourse. In Philosophy & Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others.

Through the study of Philosophy & Reason, students collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us.

A course of study in Philosophy & Reason specifically focuses on the development of transferable thinking skills such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as clarity, accuracy, precision and coherence; students are thus well prepared for post-school participation in a wide range of fields. Students learn to value plurality in terms of perspectives and world-views as a necessary condition for human progress. Studying Philosophy & Reason provides students with the skills of collaboration and communication that are essential components of informed participation in the 21st century.

Pathways:

A course of study in Philosophy & Reason can establish a basis for further education and employment in a broad range of fields, including business, defence, education, ethics, health sciences, journalism, law, politics, professional writing, psychology and research.

Objectives:

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories and views
- create responses that communicate meaning to suit purpose.

Philosophy and Reason

General Senior Subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Fundamental of reason • Fundamentals of reason	**Reason in philosophy** • Topic 1: Philosophy of religion • Topic 2: Philosophy of Science	**Moral philosophy and schools of thought** • Topic 1: Moral philosophy • Topic 2: Philosophical schools of thought—Existentialism	**Social and political philosophy** • Topic 1: Rights • Topic 2: Political philosophy

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—extended response	25%	Summative internal assessment 3 (IA3): • Analytical essay	25%
Summative internal assessment 2 (IA2): • Analytical essay	25%	Summative external assessment (EA): • Examination—extended response	25%

Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Physical Education

General Senior Subject

General

School Code	PED			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	English—C Standard			
21st Century Skills	 			

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 context

Physical Education

General Senior Subject

General

Structure:

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

Assessment:

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

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

Summative assessments:

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

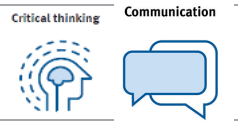
Cost:

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Physics

General Senior Subject

General

School Code	PHY			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	Foundation Science General — B Standard Foundation Maths Methods — B Standard English — C Standard			
21st Century Skills				

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Physics

General Senior Subject

General

Structure:

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

Assessment:

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

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

Summative assessments:

Unit 3		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 — combination response			

Cost:

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Psychology

General Senior Subject

General

School Code	PSY			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	Foundation Science General — B Standard English — C Standard Foundation General Maths — C Standard			
21st Century Skills				

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Psychology

General Senior Subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • The role of the brain • Cognitive development • Consciousness, attention and sleep	**Individual behaviour** • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Brain function • Sensation and perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment:

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

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

Summative assessments:

Unit 3		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 — combination response			

Cost:

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Specialist Maths

General Senior Subject

General

School Code	MAS			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	Foundation Mathematical Methods—C Standard NB. Those students wanting to study Specialist Mathematics must also take Mathematical Methods. **Specialist is recommended for those students who enjoy mathematics and wish to study engineering or highly technical subject areas at university. .**			
21st Century Skills				

Specialist Mathematics is of roughly the same difficulty as Mathematical Methods, however builds on the content taught in Methods. Therefore, students taking Specialist must also choose Mathematical Methods.

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:

1. Recall mathematical knowledge.
2. Use mathematical knowledge.
3. Communicate mathematical knowledge.
4. Evaluate the reasonableness of solutions.
5. Justify procedures and decisions.
6. Solve mathematical problems.

Specialist Maths

General Senior Subject

General

Structure:

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

Assessment:

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

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

Summative assessments:

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			

Cost:

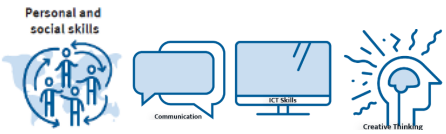
It is expected that students studying this subject participate in BYOD. Please see page 122 for further information and device specifications.

In line with Mathematical Methods, students will need a graphics calculator. Hireable from the school at a cost of $50.00/yr.

Spanish

General Senior Subject

General

School Code	SPN			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	Native Speaker or Studied Spanish in Year 10—C Standard Can also have studied Spanish in Year 9—B Standard			
21st Century Skills				

Spanish provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Spanish-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Chinese aims to develop students:

- to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving.
- to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.
- ability to communicate in an additional language such as Spanish is an important 21st century skill
- develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Pathways

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

Objectives

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

- comprehend Spanish to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Spanish language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Spanish.

Spanish

General Senior Subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Mi Mundo **My world** • Family and carers • Peers • Education	La exploration de nuestro mundo **Exploring our world** • Travel and exploration • Social customs • Spanish influences around the world	Nuestra Sociedad; cultura e identidad **Our society: culture and identity** • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	Mi presente; mi futuro **My present; my future** • The present • Future choices

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 — short response	20%	Summative internal assessment 3 (IA3): • Multi modal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — combination response	25%

Costs

It is expected that students studying this subject participate in BYOD. Please see page 124 for further information and device specifications.

Visual Arts

General Senior Subject

General

School Code	ART			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	General Subject		**VET Contribution**	N/A
Recommended Academic Performance	English—C Standard Successful completion of Year 10 Art or similar is highly recommended			
21st Century Skills				

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

Pathways:

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

Objectives:

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

- implement ideas and representations
- apply literacy skills
- Analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

Visual Arts

General Senior Subject

General

Structure:

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Concept: lenses to explore the material world Contexts: personal and contemporary Focus: people, place, objects	**Art as code** Concept: art as a coded visual language Contexts: formal and cultural Focus: codes, symbols, signs and art conventions	**Art as knowledge** Concept: constructing knowledge as artist and audience Contexts: contemporary, personal, cultural and/or formal Focus: student-directed	**Art as alternate** Concept: evolving alternate representations and meaning Contexts: contemporary, personal, cultural and/or formal Focus: student-directed

Assessment:

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

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

Summative assessments:

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
Investigation — inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
Project — inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
Examination — extended response</td></tr>
</table>

Cost:

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

MSHS Applied Subjects

Applied Senior Subject

Applied

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.

Aquatic Practices

Business Studies

Dance in Practice

Drama in Practice

Early Childhood Studies

Essential English

Essential Mathematics

Fashion

Hospitality Practices

Industrial Graphics Skills

Industrial Technology Skills

Information & Communication Technology

Media Arts in Practice

Music in Practice

Religion and Ethics

Sport and Recreation (Core)

Sport and Recreation Basketball

Sport and Recreation Football

Sport and Recreation Rugby League (Boys)

Sport and Recreation Rugby League (Girls)

Sport and Recreation Volleyball

Science in Practice

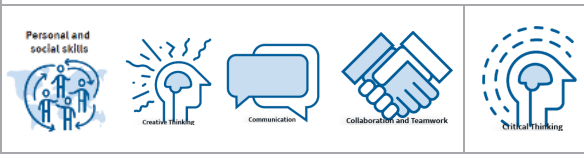
Social and Community Studies

Visual Arts in Practice

Aquatic Practices

Applied Senior Subject

Applied

School Code	AQP			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Foundation Science Applied — C Standard • Satisfactory swimming ability required • See additional subject requirements over the page			
21st Century Skills				

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

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

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

By studying Aquatic Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical aquatic situations.

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

Objectives

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

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information

Aquatic Practices

Applied Senior Subject

Applied

Structure

Aquatic Practices is a four-unit course of study. Students will complete the following units at MSHS:

Unit title
Aquatic ecosystems
Recreational and commercial fishing
Aquariums and aquaculture
Using the aquatic environment

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Aquatic Practices are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: Product: 1 Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Costs & Subject Requirements:

Students (and parents) selecting this subject will be required to sign a Consent Form prior to enrolment in the subject. This form details the risk involved in the subject, the requirements of the course and fees required. Involvement in the program is only permitted if you agree to the following fees:

Student levy (to cover equipment and resources) — $50 per semester (across the two years of study)

Additional costs for excursions* - Up to approximately $150 (depending on year level)

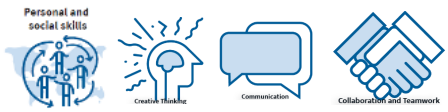
*Participation in the multiple excursions is also an expectation of the course. These are **compulsory** to attend as they form part of the course/ assessment requirements.

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Business Studies

Applied Senior Subject

Applied

School Code	BST			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Nil			
21st Century Skills				

Business Studies provides opportunities for students to develop practical business knowledge and skills for use, participation and work in a range of business contexts. Exciting and challenging career opportunities exist in a range of business contexts.

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

Objectives

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

- explain business concepts, processes and practices
- examine business information
- apply business knowledge
- communicate responses
- evaluate projects.

Business Studies

Applied Senior Subject

Applied

Structure:

Business Studies is a four-unit course of study across Year 11 and 12. Each unit will include 2 assessment items. The four units are:

Unit option	Unit title
Unit option A	Working in finance
Unit option F	Entrepreneurship
Unit option D	Working in marketing
Unit option C	Working with customers

Assessment:

Students complete two assessment tasks for each unit. The assessment techniques used in Business Studies are:

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	Students develop a business solution for a scenario about the unit context.	**Action plan** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words

Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Dance in Practice

Applied Senior Subject

Applied

School Code	DIP			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Nil			
21st Century Skills				

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

Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles. In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities. Where possible, students interact with practising performers, choreographers and dance-related artists.

Students explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts, including audiences. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding.

Pathways

Learning in Dance in Practice fosters creativity, helps students develop problem-solving skills, and strengthens their imaginative, emotional, aesthetic, analytical and critical reflection capacities. It is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts.

A course of study in Dance in Practice can establish a basis for further education and employment across a range of fields, such as creative industries, education, project and event management, marketing, health, recreation, humanities, communications, science and technology.

Objectives

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

- use dance practices
- plan dance works
- communicate ideas
- evaluate dance works.

Dance in Practice

Applied Senior Subject

Applied

Structure

Dance in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Celebration
Unit option B	Industry
Unit option C	Health
Unit option D	Technology

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Dance in Practice are:

Technique	Description	Response requirements
Choreography	Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group.	**Choreography of dance** Choreography (live or recorded): up to 4 minutes
Choreographic project	Students plan, choreograph and evaluate a dance for a celebration event, a dance work for a dance industry sector, or dance video for a selected artist or audience.	**Choreography of dance/dance work** Choreography (live or recorded): up to 4 minutes **Planning and evaluation of choreography** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words
Performance	Students perform a celebration dance, a dance work to showcase skills for an industry sector, or choreography for a dance video, as connected to the choreographic pro-	**Performance of dance, dance work/s** Performance (live or recorded): up to 4 minutes
Performance project	Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography.	**Performance of dance** Performance (live or recorded): up to 4 minutes **Planning of choreography and evaluation of performance** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words

Drama in Practice

Applied Senior Subject

Applied

School Code	DRP			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Nil			
21st Century Skills				

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

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.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Pathways:

Drama in Practice students identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience. 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.

A course of study in Drama in Practice can establish a basis for further education and employment areas across a range of fields such as creative industries, education, venue and event management, marketing, communications, humanities, health, sciences and technology.

Objectives:

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

- use drama practices
- plan drama works
- communicate ideas
- evaluate drama works.

Drama in Practice

Applied Senior Subject

Applied

Structure

Drama in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Collaboration
Unit option B	Community
Unit option C	Contemporary
Unit option D	Commentary

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Drama in Practice are:

Technique	Description	Response requirements
Devising project	Students plan, devise and evaluate a scene for a purpose and context relevant to the unit.	**Devised scene** Up to 4 minutes (rehearsed) **Planning and evaluation of devised scene** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Directorial project	Students plan, make and evaluate a director's brief for an excerpt of a published script relevant to the unit.	**Director's brief** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media **Planning and evaluation of the director's brief** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words
Performance	Students perform an excerpt of a published script or a devised scene connected to the directorial or devising project.	**Performance** Performance (live or recorded): up to 4 minutes

Early Childhood Studies

Applied Senior Subject

Applied

School Code	ECS			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Nil			
21st Century Skills	Collaboration and teamwork 			

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning.

Early Childhood Studies

Applied Senior Subject

Applied

Structure:

The Early Childhood Studies course is designed around core and elective topics.

Core topics	Elective topics
• Fundamentals of early childhood • Practices in early childhood learning	• Play and creativity • Literacy and numeracy skills • Being in a safe place • Health and physical wellbeing • Indoor and outdoor learning environments

Assessment:

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

- two projects
- two other assessments.

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.
• At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	• Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item

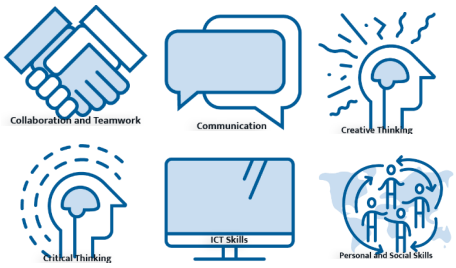
Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Essential English

Applied Senior Subject

Applied

School Code	ENE			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Nil			
21st Century Skills				

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.

A C standard in Essential English is a pre-requisite for entry into TAFE and ADF.

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

Essential English

Applied Senior Subject

Applied

Structure:

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

Assessment:

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

Unit 1	Unit 2
FIA1: • Extended spoken response (spoken/signed up to 5 minutes)	FIA3: • Extended response (spoken multimodal, up to 5 minutes)
FIA2: • Examination-short response (90 minutes).	FIA4: • Extended response (written response, up to 700 words)

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
IA1 • Extended response — spoken/signed response (up to 6 minutes or signed equivalent)	IA3 • Extended response (spoken multimodal response, up to 6 minutes, or signed equivalent)
IA2 • Common internal assessment (CIA) – short response examination (90 minutes)	IA4 • Extended response (written response, up to 800 words)

Essential Mathematics

Applied Senior Subject

Applied

School Code	MAE			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Nil			
21st Century Skills				

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:

1. Recall mathematical knowledge.
2. Use mathematical knowledge.
3. Communicate mathematical knowledge.
4. Evaluate the reasonableness of solutions.
5. Justify procedures and decisions.
6. Solve mathematical problems.

Essential Mathematics

Applied Senior Subject

Applied

Structure:

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

Assessment:

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

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

Summative assessments:

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

Costs

Students participating in this need a scientific calculator.

Fashion

Applied Senior Subject

Applied

School Code	FAZ			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Nil			
21st Century Skills	Collaboration and teamwork 			

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Objectives

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

- identify and interpret fashion fundamentals
- explain design briefs
- demonstrate elements and principles of fashion design and technical skills in fashion contexts
- analyse fashion fundamentals
- apply fashion design processes
- apply technical skills and design ideas related to fashion contexts
- use language conventions and features to achieve particular purposes
- generate, modify and manage plans and processes
- synthesise ideas and technical skills to create design solutions
- evaluate design ideas and products
- create communications that convey meaning to audiences.

Fashion

Applied Senior Subject

Applied

Structure:

The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

• Core topics	Elective topics	
• Fashion culture • Fashion technologies • Fashion design	• Adornment • Accessories • Millinery • Wearable art • Collections • Fashion designers	• Fashion in history • Haute couture • Sustainable clothing • Textiles • Theatrical design • Merchandising

Assessment:

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

- two projects
- one extended response.

Project	Investigation	Extended response	Product
• 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 applies identified skill/s in fashion technologies and design processes.
• A project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: 1–4.	• Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• products 1–4

Hospitality Practices

Applied Senior Subject

Applied

School Code	HPJ			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Nil Cannot study Certificate II in Hospitality			
21st Century Skills	Collaboration and teamwork 			

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 conslusion 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.

Hospitality Practices

Applied Senior Subject

Applied

Structure:

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

Core topics	Elective topics
• Navigating the hospitality industry • Working effectively with others • Hospitality in practice	• Kitchen operations • Beverage operations and service • Food and beverage service

Assessment:

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

- 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.
• A project consists of a product and performance component and one other component from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product and performance: continuous class time	• Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.	• Presented in one of the following modes: • written: 600–1000 words • spoken: 3-4 minutes • multimodal: 4–7 minutes.	• 60–90 minutes • 50–250 words per item

Industrial Graphics Skills

Applied Senior Subject

Applied

School Code	GSK			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Nil			
21st Century Skills				

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Students develop transferable skills by engaging in drafting and modelling 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 tasks.

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Objectives

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations.

Industrial Graphics Skills

Applied Senior Subject

Applied

Structure:

The Industrial Graphics Skills course is designed around core and elective topics.

Unit 1	Unit 2	Unit 3	Unit 4
Computer-aided drafting — modelling	Graphics for the furnishing industry	Drafting for residential building	Graphics for the furnishing industry

Assessment:

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

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

Project	Practical demonstration
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 project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal -non-presentation: 8 A4 pages max (or équivalent) -presentation: 3–6 minutes • product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.

Industrial Technology Skills

Applied Senior Subject

Applied

School Code	ISK			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Nil			
21st Century Skills				

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

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

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 Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of furniture making, cabinet making, shop fitting, building and construction.

Objectives

By the conclusion of the course of study, student 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, 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.

Industrial Technology Skills

Applied Senior Subject

Applied

Structure:

The Industrial Technology Skills course is designed around:

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

Unit 1	Unit 2	Unit 3	Unit 4
Sheet metal working (Engineering Skills)	Construction in the domestic building industry (Building & Construction Skills)	Furniture-making (Furnishing Skills)	Production in the domestic furniture industry (Furnishing Skills)

Assessment:

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

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

Project	Practical demonstration
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 project consists of a product component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal -non-presentation: 8 A4 pages max (or équivalent) -presentation: 3–6 minutes • product: continuous class time.	Students demonstrate production skills and procedures in class under teacher supervision.

Information Communication Technologies

Applied Senior Subject

Applied

School Code	ICJ			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Nil			
21st Century Skills				

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

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

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

Pathways

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

Objectives

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

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

Information Communication Technologies

Applied Senior Subject

Applied

Structure:

The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- Using a problem-solving process
- Three or more elective contexts

Core Topics	Elective Contexts	
Hardware Software ICT in society	• Animation • Application development • Audio and video production • Data management • Digital imaging and modelling • Document production	• Network fundamentals • Online communication • Website production

Assessment:

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

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

Project	Extended Response
A response to a single task, situation and/or scenario.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and at least one of the following components: • Written: 500–900 words • Spoken: 2½–3½ minutes • Multimodal • pPoduct: continuous class time.	Presented in one of the following modes: • Written: 600-1000 words • Spoken: 3-4 minutes • Multimodal: 4-7 minutes

Media Arts in Practice

Applied Senior Subject

Applied

School Code	MAP			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Nil			
21st Century Skills				

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

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental and legal impacts of their actions and practices.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making.

When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways:

Media Arts in Practice students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global media industry that is constantly adapting to new technologies, as well as more broadly in fields such as education, marketing, humanities, recreation, health and science.

Objectives:

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

- Use media arts practices
- Plan media artworks
- Communicate ideas
- Evaluate media artworks

Media Arts in Practice

Applied Senior Subject

Applied

Structure

Medi Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Personal viewpoints
Unit option B	Representations
Unit option C	Community
Unit option D	Persuasion

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Media Arts in Practice are:

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that reflects a purpose and context relevant to the unit.	**Design product** Design product must represent: Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (see response requirements for 'Media artwork' below). **Planning and evaluation of design product** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words
Media artwork	Students implement the design product from the project to make a media artwork relevant to the unit.	**Media artwork** One of the following: Audio: up to 3 minutes Moving image: up to 3 minutes

Music in Practice

Applied Senior Subject

Applied

School Code	MUP			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Nil			
21st Century Skills				

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways:

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning in Music in Practice 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.

A course of study in Music in Practice can establish a basis for further education and employment across a range of fields such as creative industries, education, venue and event management, advertising, communications, humanities, health, sciences and technology.

Objectives:

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

- use music practices
- plan music works
- communicate ideas
- evaluate music works

Music in Practice

Applied Senior Subject

Applied

Structure

Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Music of today
Unit option B	The cutting edge
Unit option C	Building your brand
Unit option D	'Live' on stage!

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Music in Practice are:

Technique	Description	Response requirements
Composition	Students make a composition that is relevant to the purpose and context of the unit.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	**Performance** Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	**Composition** Composition: up to 3 minutes, or equivalent section of a larger work OR **Performance** Performance (live or recorded): up to 4 minutes AND **Planning and evaluation of composition or performance** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent

Religion and Ethnics

Applied Senior Subject

Applied

School Code				
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Nil			
21st Century Skills				

Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

In this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours. Ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. Both religion and ethics prompt questions about values, the determination of a moral course of action, and what personal and community decisions can be considered when confronted with situations requiring significant decisions.

Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues. It allows for flexible courses of study that recognise the varied needs and interests of students through exploring topics such as the meaning of life, purpose and destiny, life choices, moral and ethical issues and social justice.

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society and to communicate principles and ideas relevant to their lives and the world.

Pathways:

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

Objectives:

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

- explain religions, spiritual and ethical principles and practices
- examine religions, spiritual and ethical information
- apply religious, spiritual and ethical knowledge
- communicate responses
- evaluate projects.

Religion and Ethics

Applied Senior Subject

Applied

Structure:

Religion & Ethics a four-unit course of study across Year 11 and 12. Each unit will include 2 assessment items. The four units are:

Unit option	Unit title
Unit option F	Sacred stories
Unit option D	World religions and spiritualities
Unit option B	Social justice
Unit option E	Meaning, purpose and expression

Assessment:

Students complete two assessment tasks for each unit. The assessment techniques used in Religion & Ethics are:

Technique	Description	Response requirements
Project	Students provide a view on a scenario.	**Product/Plan/Campaign** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, or 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Investigation	Students investigate a question, opportunity or issue to develop a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Extended response	Students respond to stimulus related to a scenario.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Costs

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Sport and Recreation Core

Applied Senior Subject

Applied

School Code	REC			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	General Sport and Recreation—nil			
21st Century Skills	 			

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Pathways:

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

Objectives:

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

- Investigate activities and strategies to enhance outcomes.
- Plan activities and strategies to enhance outcomes.
- Perform activities and strategies to enhance outcomes.
- Evaluate activities and strategies to enhance outcomes.

Sport and Recreation Core

Applied Senior Subject

Applied

Structure:

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

Unit	Topic
Unit 1	• Emerging Trends in Sport
Unit 2	• Challenge in the Outdoors
Unit 3	• Event Management
Unit 4	• Community Recreation

Assessment:

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

- Two projects
- Two Performances

Performance	Project
Students plan, perform and evaluate activities and strategies to enhance outcomes	Students investigate, plan, perform and evaluate activities and strategies in a community to enhance outcomes

Costs

Events $35 / term for specialist equipment, excursions and events.

Science in Practice

Applied Senior Subject

Applied

School Code	SIP			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Foundation Science Applied — C Standard			
21st Century Skills				

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

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

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

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical scientific situations.

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

Science in Practice

Applied Senior Subject

Applied

Structure

Science in Practice is a four-unit course of study. Students will complete the following units at MSHS:

Unit title
Consumer science
Ecology
Forensic science
Transport

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Science in Practice are:

Technique	Description	Response requirements
Applied investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media Written: up to 1000 words
Practical project	Students use practical skills to complete a project in response to a scenario.	**Completed project** One of the following: Product: 1 Performance: up to 4 minutes **Documented process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Costs:

Student levy — $25 per semester (across the two years of study)

It is expected that students studying this subject participate in BYOD. Please see page 153 for further information and device specifications.

Social and Community Studies

Applied Senior Subject

Applied

School Code	SCS			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Nil			
21st Century Skills				

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

Pathways

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

Objectives

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

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

Social and Community Studies

Applied Senior Subject

Applied

Structure:

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

Unit option	Unit title
Unit option D	Legal and digital citizenship
Unit option F	Arts and identity
Unit option G	Relationships and work environments
Unit option A	Lifestyle and financial choices

Assessment:

Students complete two assessment tasks for each unit. The assessment techniques used in Social & Community Studies are:

Technique	Description	Response requirements
Project	Students develop recommendations or provide advice to address a selected issue related to the unit context.	**Item of communication** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words
Extended response	Students respond to stimulus related to issue that is relevant to the unit context.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Investigation	Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Visual Arts in Practice

Applied Senior Subject

Applied

School Code	VAP			
Year Level	11 & 12		**QCE Credits**	4
Subject Type	Applied Subject		**VET Contribution**	N/A
Recommended Academic Performance	Nil			
21st Century Skills				

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

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Pathways:

Learning in Visual Arts in Practice 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.

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

Objectives:

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

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks.

Visual Arts in Practice

Applied Senior Subject

Applied

Structure

Visual Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit option	Unit title
Unit option A	Looking inwards (self)
Unit option B	Looking outwards (others)
Unit option C	Clients
Unit option D	Transform & extend

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are:

Technique	Description	Response requirements
Project	Students make experimental or prototype artworks, or design proposals or stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based OR **Prototype artwork** 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s OR **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based AND **Planning and evaluations** One of the following: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Written: up to 600 words
Resolved artwork	Students make a resolved artwork that communicates purpose and context relating to the focus of the unit.	**Resolved artwork** 2D, 3D, digital (static) and/or time-based media: up to 4 artwork/s

Vocational Education and Training (VET) in Schools (Funded) Courses.

Students must choose only one of these courses.

Vocational education and training (VET) provides valid and important pathway options for many students. External VET partners with industry and government to provide people with workplace skills and technical knowledge to help them advance their career now and in the future. Students can access VET programs through an external Registered Training Organisation (RTO). These courses can be funded by Government. This funding is managed by the school and the associated costs are identified in the relevant section of this guide.

Certificate II in Automotive Vocational Preparation

Certificate I in Construction

Certificate II in Electrotechnology

Certificate II in Engineering Pathways

Certificate II in Engineering Pathways & Certificate III in Aviation (Remote Pilot)

Certificate II in Engineering Pathways & Cert III in Information Technology (Build and Code a Robot)

Certificate II in Health Support Services

Certificate II in Hospitality

Certificate III in Hospitality

*** Units codes and titles are current at the time of print and maybe subject to change or being superseded**

Appendices

Older models of calculators

Older models of calculators, including those listed as 'Approved', may have more limited features. Refer to the 'Other calculators' section below to see if a particular model meets the requirements. Review the calculator's user manual or contact the manufacturer for further advice about available features.

Other calculators

Any calculator not listed above may be used as long as it meets the requirements listed below.

Features that are permitted

Calculators should be able to perform addition, subtraction, multiplication, division, square roots and powers. Graphics calculators also typically have access to the following features:

- drawing graphs with any viewing window; displaying table information; finding zeros, local minimum and maximums, and intersection points
- solving equations numerically, including system of linear equations
- determining a numerical derivative at a point
- determining a numerical definite integral
- determining statistical values, including normal and binomial distributions, two-variable statistics
- performing statistical calculations including regression
- performing matrix, vector and complex number operations.

Features that are NOT permitted

Calculators must not allow access during the examination to the following features:

- language translation
- symbolic algebra manipulation
- symbolic differentiation or integration
- communication with other machines, students or the internet
- storing retrievable information, including databanks, dictionaries, mathematical formulas and text.

A calculator that has any of these features (inbuilt or downloaded) must be put into a test mode that prohibits access to these features during the examination. If the calculator cannot be put into a test mode that prohibits access to these features, a different calculator that meets the requirements must be used.

More information

If you would like more information, please phone (07) 3864 0444 or email the Mathematics learning area at maths@qcaa.qld.edu.au.

Vocational Education and Training (VET) Marsden RTO Courses

Marsden SHS offers a range of qualifications on scope as the RTO. These qualifications do not require funding and provide valid and important pathways for students. They are nationally recognised training pathways. There is more information provided in the relevant sections.

- At the time of print, qualification codes are current. Updated qualification codes of what it will change to in the year 2026 are listed here. These can also be found by searching Training.gov.au

To view units contained within each qualification, please visit the Marsden State High School website

https://marsdenshs.eq.edu.au/curriculum/vocational-education

Certificate II in Applied Digital Technology & Certificate II in Skills for Work and Vocational Pathways (Sports Technology)

Certificate III in Dance

Certificate III in Music Industry

Certificate II in Creative Industries

Certificate II in Tourism

Certificate II in Active Volunteering

INDUSTRIAL TECHNOLOGY DESIGN

METAL & ENGINEERING TRADES

CERT II ENGINEERING PATHWAYS (RACE CAR)

"..emphasises current industry practices and safe processes through project-based study. In this course you be focused on project based learning to learn engineering, metal fabrication, fitting and turning and machining

ABOUT THE SUBJECT

This hands-on, project-based course develops essential industry skills for students interested in metal and engineering trades. With a strong focus on practical learning, students gain foundational skills in welding, fabrication, and tool operation while exploring real-world applications and trade pathways. The course simulates workplace environments and projects, giving students a taste of the engineering industry.

Welding and Fabrication

Welding and fabrication refers to the shaping, joining and repair of metal products and components using heat or electrical current. Different welding techniques and equipment such as MIG, TIG and Oxyacetylene are commonly used, depending on the application and type of metal.

Metal Lathe Fitting and Machining

Fitting and machining refers to the manufacture, maintenance and repair of mechanical plant, machinery and equipment to operational standards. Processes such as turning, grooving, boring, thread cutting, milling, drilling is commonly used. Numeracy skills and precision measuring instruments are used to check parts for accuracy and fit.

Sheet Metal Work

Sheet metal work refers to the cutting, forming and joining of sheet metal to manufacture products. Sheet metal production procedures generally involves cutting, folding, bending, shaping riveting and spot welding. Industries include ducting, exhaust hoods, framing, roofing, tanks, car bodies, aerospace, toolboxes and storage solutions.

Vocational Education and Training (VET) External Provider Courses

There are fees associated with these courses.

Certificate III in Business

Certificate III Fitness

Certificate II in Sports Coaching & Certificate III in Sports Coaching

*** Units codes and titles are current at the time of print and maybe subject to change or being superseded**

Appendices

Graphics Calculator List

General Senior Syllabus external assessment

Purpose

To provide teachers and students with an up-to-date description of the types of calculators that may and may not be used by students sitting a General Senior Syllabus summative external assessment that permits the use of a graphics calculator.

Background

Summative external assessment items are developed on the basis that the type of calculator used should not advantage one student over another. Calculators with a computer algebra system (CAS), spellchecker, dictionary, thesaurus or translator features could:

- provide an advantage to students using them
- prohibit the proper testing of some subject matter or assessment objectives.

Approved calculators

Calculators used by students in a summative external assessment must be handheld and solar or battery powered.

Below is a list of calculators approved for use in General Senior Syllabus summative external assessments that permit the use of a graphics calculator.

Brand	Models
Casio	CFX-9850GC Plus fx-9860G fx-9860GAU fx-9860GAU Plus fx-CG20AU fx-CG50AU
Hewlett-Packard (HP)	HP39Gii HP Prime (updated to the latest firmware in 'Exam Mode' with the correct features blocked)
Texas Instruments (TI)	TI-83 Plus TI-84 TI-84 Plus TI-84 Plus CE TI-84 Plus Silver Edition TI-84 Plus C Silver Edition TI-73 Explorer TI-Nspire CX TI-Nspire with touchpad TI-Nspire CX II TI-Nspire CX II CAS (updated to the latest firmware in 'Press to Test' with the correct features blocked)

BRING YOUR OWN DEVICE (BYOD) INFORMATION AND PROCEDURES

Participation in BYOD

Bring Your Own Device (BYOD) is a new pathway supporting the delivery of 21st century learning. It is a term used to describe a digital device ownership model where students use their personally-owned mobile devices to access the department's information and communication (ICT) network.

All students should have a BYOD Laptop ready for the start of 2025.

Students are responsible for the security, integrity, insurance and maintenance of their personal mobile devices and their private network accounts.

The department has carried out extensive BYOD research within Queensland state schools. The research built on and acknowledged the distance travelled in implementing 1-to-1 computer to student ratio classes across the state, and other major technology rollouts.

We have chosen to support the implementation of a BYOD model because:
BYOD recognises the demand for seamless movement between school, work, home and play
our BYOD program assists students to improve their learning outcomes in a contemporary educational setting
assisting students to become responsible digital citizens enhances the teaching learning process and achievement of student outcomes as well as the skills and experiences that will prepare them for their future studies and careers.

Before acquiring a device to use at school the parent or caregiver and student should be aware of the school's specification of appropriate device type, operating system requirements and software. These specifications relate to the suitability of the device to enabling class activities, meeting student needs and promoting safe and secure access to the department's network. Marsden State High School specific device specifications can be found on our school website.

https://marsdenshs.eq.edu.au/facilities/computers-and-technology/b-y-o-d-bring-your-own-device

The school's BYOD program supports printing, filtered internet access, and file access and storage through the department's network while at school. However, the school's BYOD program does not include school technical support or charging of devices at school.

Responsibilities…

… of the School	… of the Parent/s	… of the Student
• provide suitable school Wi-Fi connection and filtering system • provide a blended educational environment • model safe device and internet practices • printer services	• purchase and maintenance of device • purchase, install and update applications – • appropriate insurance and warranty • Sign the appropriate documents	• bring device fully charged each day • show respect for other devices, work and privacy • access technology as a Responsible User • Sign the appropriate documents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