



SUNSHINE COAST
GRAMMAR SCHOOL

Subject Selection Guide

Year 11, 2019

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General Information

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)

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

Statement of results

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

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

Queensland Certificate of Education (QCE)

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

Subject choices

This booklet has been compiled to assist parents and students to make appropriate decisions about subject choices for Year 11 and 12.

Information about individual subjects has been prepared by Heads of Learning Areas. Students are strongly advised to read each subject synopsis carefully before making subject choices.

Students and parents are reminded that, from 2020, all Year 12 students will graduate under the new Queensland Certificate of Education which will have them vying for an Australian Tertiary Admission Rank (ATAR) as opposed to an Overall Position (OP).

To qualify for an ATAR, students must complete at least four “General” subjects and one “Applied” subject, one of which must be an English subject; or four General and one VET (Vocational Education and Training) of Certificate III or higher by the completion of Year 12 (more information on General and Applied subjects later in this booklet). Various combinations of subject selection are possible for an ATAR. For example: six General Subjects; five General and one Applied; five General and one VET; four General, one Applied, one VET etc.

NOTE 1: 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 three subjects — English, Essential English or Literature.

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

NOTE 2: Similar to the current system, if students receive enough “credits” through satisfactory completion of their subjects, with possible combinations of VET qualifications, they will also be awarded the Queensland Certificate of Education (QCE). At Grammar it is our aim for all students to receive a QCE by the end of Year 12

Choosing Senior Subjects

Students entering Year 11 2019 will choose six (6) subjects from those listed. Every attempt will be made to ensure that students are able to study their first choice of subjects; however, timetable and personnel constraints may mean that some students may be asked to reconsider their selections.

At Grammar:

- All students must study one of the English subjects
- At Grammar, the study of Mathematics in Years 11-12 is not compulsory. However, to receive a QCE, students must satisfactorily complete one semester of a Mathematics subject. As we want all students to receive a QCE, if a student does not include Mathematics as one of their six subjects, we strongly advise them to complete one semester of Mathematics off-line under the guidance of the Dean of Studies, Mr Simon Davis.

Students are advised to consult the Dean of Secondary Schooling, Mr. David Andersson for information about tertiary institutions, prerequisites and admittance to a tertiary institution based on a VET qualification if not eligible for an ATAR based on subject selection.

Tertiary Prerequisites/Recommended Studies

Prerequisite subjects for courses to be offered at the respective universities are listed on the QTAC website; however, the following general points should be noted:

1. Each institution has its own list of prerequisite subjects and these may differ between institutions for similar courses.
2. A satisfactory completion in English or Literature is a prerequisite for many degree level tertiary courses.
3. Mathematics and Science subjects are most commonly listed as prerequisites for Engineering and Health Science courses; however, a variety of other subjects are also mentioned.
4. While some subjects are not listed as prerequisites, progress at university will be significantly less demanding if they have been studied in Years 11 and 12.
5. Recommended Studies and 'Assumed Knowledge' schemes have replaced formal subject prerequisites at many universities. Students who do not have the 'assumed level of knowledge' are not prevented from receiving an offer, but may encounter difficulty with their studies. Many universities recommend such students should undertake bridging or preparation work to acquire the assumed knowledge.

Grammar Recommended Studies

Some subjects offered at Grammar have recommendations of their own from Year 10. Please take careful note of the recommended prior learning for particular subjects.

General Subjects

General subjects are developed and monitored by the QCAA (Queensland Curriculum & Assessment Authority). They are based on a prescribed syllabus. 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 will 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.

In each subject there will be a component of internal assessment and external assessment (for Year 12). The external assessment, completed during Year 12, will be common across the state and delivered and completed at the same designated time. There will be a state wide exam block starting late October for external assessment for most General subjects.

Applied subjects

Applied subjects are also developed and monitored by the QCAA. They are based on a prescribed syllabus. In each subject there will be a component of internal assessment and there may be a common external assessment item; however, there will not be an exam in the same format as General subjects. 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 awarding 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.

Vocational Education Subjects (VET)

The School offers a Certificate III in Fitness and a Diploma of Business, which are both classified as stand-alone VET courses. These subjects contribute to the QCE and to a student's ATAR. Results are recorded on the Senior Statement as a vocational certificate or as units if the full certificate is not achieved.

Other stand-alone qualifications are also available to students through connections established by the School with TAFE, other Registered Training Organisations (RTOs) and via the School Based Traineeship and Apprenticeship scheme.

School Based Traineeships and Apprenticeships

Students who wish to combine their studies at school with paid employment may choose to undertake a school based apprenticeship or traineeship. Traineeships and apprenticeships allow students in Year 11 and 12 to work with an employer and gain a nationally recognised VET qualification while still at school. Traineeships and apprenticeships are available in a wide range of industry areas including Business, Retail, Hospitality, Horticulture and Automotive. School based trainees and apprentices usually spend one school day each week at their place of employment. Negotiations to begin a traineeship or apprenticeship should begin in late Year 10 or early Year 11. Students wishing to take up a traineeship or apprenticeship are advised to contact the school's VET Coordinator, Mrs Carolyn Stafford to arrange an initial interview.

Christian Studies

All students have one timetabled lesson of Christian Studies for the entire year. There is no need to 'select' this subject as a student preference. Christian Studies comprises three strands:

- Christian understanding and living
- Bible application
- Comparative religions

Students are given the opportunity to explore the Christian faith, ethics, gender issues and current affairs.

Personal Development

All Year 11 students have one timetabled lesson of Personal Development for the entire year.

There is no need to 'select' this subject as a student preference. The topics of Developing Resilience, Study Skills, Relationships Education, Drug Education and Career Development are explored by students in the Personal Development program. Students are assisted to develop an awareness of the changes associated with significant transitions in their lives and how these changes influence physical, social and emotional growth and development.

Career Development is a significant component of the Personal Development curriculum and encompasses personal management, learning and work exploration and career building. Students revisit their Senior Education and Training Plan (SET Plan) and further explore the Queensland tertiary system, subject prerequisites and tertiary entrance requirements as communicated by the Queensland Tertiary Admissions Centre (QTAC).

Learning Enrichment

Learning Enrichment is a referral based program offered to students requiring additional academic support. The level of support required and types of programs offered are designed for the needs of the individual student. Students can access learning support before school or negotiate time during lesson time. The program aims to provide students with the opportunity to further develop literacy or numeracy skills and to improve their organisational and time management skills. Additionally, students are given guidance with class work, homework and assignments. Places in this program are limited and will be offered to those students who have the highest needs. If you would like further information on the Learning Enrichment program, please contact Mrs Kelly Brodrick – Head of Learning Enrichment.

Subject Selection & Career Planning

Choosing subjects for senior study requires you to explore several issues related to your future. This includes:

- Thinking about why you want to continue with seniorschooling
- Exploring the possible pathways that will allow you to achieve your ATAR and QCE
- Identifying the goals you are aiming for at the completion of your senior schooling.

Career Planning Basics

An important part of finding answers to these issues lies in an ability to begin the process of career planning. When you know the career direction you want to head towards, the decision of which subjects to choose becomes simpler. Certain career pathways e.g. those that require university or tertiary study, will require you to have completed subject prerequisites e.g. compulsory subjects required for further learning. Recommended subjects indicate information that is important to have to increase understanding of the work contained in the course. Regardless of whether or not you see yourself attending tertiary study, it is important to begin the process of deciding on a career pathway so that the subjects you study are relevant to your current interests. It also makes sense to understand how the work you do in Years 11 and 12 contributes to the big picture.

Too many students begin to lose interest in their studies when the work load increases because they have no idea of the relationship between the work they have to do and its contribution to their future. Having a clear goal enables you to see the purpose of your studies. A good example is to think about elite performers who are passionate about their goals and work hard at the process of training and competing even when long hours and sacrifices are involved. The key is to be passionate about what you want to achieve, have a clear idea of your long term goal, breaking it down into achievable short term milestones, select subjects that you enjoy and are good at, plan to work hard and get organised.

Career Planning is an ongoing process, something that you have probably already started without realising it!

Factors affecting Career Planning

Current statistics indicate that individuals will go through numerous career changes, not just jobs, in their working life time, and that the majority of jobs Year 11 students will end up in don't even exist yet! That means that career planning will be a regular part of your life, particularly over the next few years.

Career planning requires you to be aware of your individual preferences as well as external

- Factors that impact on your career decision.
- Individual preferences include your needs and wants, interests, current skills, motivated skills (that is, what you would be prepared to learn), dislikes, values related to why and how you work, understanding your personality and how that relates to your preferred work environment, and the level of responsibility and remuneration you would like to aim towards.
- External factors include pressures on career choices by peers and families, labour market trends, geographical location, media influence and government policies.
- Reality checking your perception of different careers is important to check that what you know is accurate. This may include researching careers by talking to people in that occupation, reading about different occupations in careers sections of newspapers or online, and looking at the course outlines that give you the qualifications to begin that career.
- Careers can be different depending on the industry and organisation they are located in. Look for the underlying skills, work conditions and needs that are satisfied as well as what interests you.

Once you have identified a career that has potential to match your individual preferences you need to explore the possible pathways that can lead you to your goal. This may or may not include tertiary study at TAFE or university, apprenticeships or traineeships, or on the job training.

Where to from here?

While it sounds like a lot of work, remember that you probably already have a good idea about your personal preferences and that you will continue this process during Year 11 and 12. By working through the information in this booklet you will begin a process that will not only help you decide on your subject preferences, but also contribute to developing a career goal and plan.

Do as much as you can to increase your awareness by taking advantage of any opportunity to self-reflect. Obtain feedback from people who know you best, interview people about their careers and read widely. Search the internet and return to *My Path*, a career resource, to increase your knowledge. Gain firsthand information through work experience or voluntary work.

Think of it as an investment in your future and enjoy the journey!

Subject Offerings – Year 11

All students are required to select a total of six (6) subjects including one English subject.

General

Accounting
Ancient History
Biology
Business
Chemistry
Digital Solutions
Drama
Economics
English
English Literature
Food & Nutrition
French
Geography
Japanese
Legal Studies
Mathematics ~ General
Mathematics ~ Methods
Mathematics ~ Specialist
Modern History
Music
Physical Education
Physics
Visual Art

Applied

Essential Mathematics
Essential English
Hospitality Practices
Furnishing Skills
Industrial Graphics Skills

VET

Certificate III Fitness
Diploma of Business

Accounting

General senior subject

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting <ul style="list-style-type: none"> Accounting for a service business — cash, accounts receivable, accounts payable and no GST End-of-month reporting for a service business 	Management effectiveness <ul style="list-style-type: none"> Accounting for a trading GST business End-of-year reporting for a trading GST business 	Monitoring a business <ul style="list-style-type: none"> Managing resources for a trading GST business — non-current assets Fully classified financial statement reporting for a trading GST business 	Accounting — the big picture <ul style="list-style-type: none"> Cash management Complete accounting process for a trading GST business Performance analysis of a listed public company

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. 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 — cash management	25%
Summative internal assessment 2 (IA2): • Examination — short response	25%	Summative external assessment (EA): • Examination — short response	25%

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:

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

Business

General senior subject

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways

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

Objectives

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

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

Structure

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

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Digital Solutions

General senior subject

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. 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%

Economics

General senior subject

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

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.

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.

Objectives

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

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models <ul style="list-style-type: none"> • The basic economic problem • Economic flows • Market forces 	Modified markets <ul style="list-style-type: none"> • Markets and efficiency • Case options of market measures and strategies 	International economics <ul style="list-style-type: none"> • The global economy • International economic issues 	Contemporary macroeconomics <ul style="list-style-type: none"> • Macroeconomic objectives and theory • Economic management

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. 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): • Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation — research report	25%	Summative external assessment (EA): • Examination — combination response	25%

Furnishing Skills

Applied senior subject

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

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

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

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may

be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives

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

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

Structure

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

Assessment

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

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

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

Industrial Graphics Skills

Applied senior subject

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.

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> • Industry practices • Drafting processes 	<ul style="list-style-type: none"> • Building and construction drafting • Engineering drafting • Furnishing drafting

Assessment

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

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

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

English

General senior subject

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

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility —

skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Engaging with literary texts from diverse times and places• Responding to literary texts creatively and critically• Creating imaginative and analytical texts

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Essential English

Applied senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. 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 QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) – written response 	Summative internal assessment 4 (IA4): <ul style="list-style-type: none"> • Extended response — Written response

Please note results for this subject contribute to the QCE (Qld Certificate of Education) and ATAR (Australian Territory Admission Rank). However, only one applied subject can contribute toward ATAR.

Literature

General senior 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 engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They 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.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Texts and culture <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. 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):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — analytical written response 		<ul style="list-style-type: none"> • Extended response — imaginative written response 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Extended response — imaginative spoken/multimodal response 		<ul style="list-style-type: none"> • Examination — analytical written response 	

Food & Nutrition

General senior subject

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.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions 	Food drivers and emerging trends <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets 	Food science of carbohydrate and fat <ul style="list-style-type: none"> • The food system • Carbohydrate • Fat • Developing food solutions 	Food solution development for nutrition consumer markets <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Food development process

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. 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	20%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Project — folio	25%	Summative external assessment (EA): • Examination	25%

Hospitality Practices

Applied senior subject

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

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

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

Pathways

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

tourism or business management, which allows for specialisation.

Objectives

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

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

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> • Navigating the hospitality industry • Working effectively with others • Hospitality in practice 	<ul style="list-style-type: none"> • 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 (Events)
- at least one investigation or an extended response.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario. A project (event) provides students with authentic and/or real world opportunities to demonstrate their learning.	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.
<ul style="list-style-type: none"> • A project (event) consists of a product and performance component and a written component of 500–900 words. • An event may be held out of school hours. 	<ul style="list-style-type: none"> • written: 600–1000 words 	<ul style="list-style-type: none"> • written: 600–1000 words 	<ul style="list-style-type: none"> • 90 minutes • 50–250 words per item

Ancient History

General senior subject

Ancient History provides opportunities for students to study people, societies and civilisations of the past, 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, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

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:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Investigating the ancient world</p> <ul style="list-style-type: none"> • Digging up the past <p>One study from the list below:</p> <ul style="list-style-type: none"> • Ancient societies - Slavery • Ancient societies - Art and architecture • Ancient societies - Weapons and warfare • Ancient societies - Technology and engineering • Ancient societies - The family • Ancient societies - Beliefs, rituals and funerary practices. 	<p>Personalities in their time</p> <p>Two studies from the list below:</p> <ul style="list-style-type: none"> • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality 	<p>Reconstructing the ancient world</p> <p>Two studies from the list below:</p> <ul style="list-style-type: none"> • Thebes - East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades 	<p>People, power and authority world</p> <p>Topic 1 will be selected from the following list:</p> <ul style="list-style-type: none"> • Ancient Egypt- New Kingdom Imperialism • Ancient Greece - the Persian Wars • Ancient Greece- the Peloponnesian War • Ancient Rome - the Punic Wars • Ancient Rome - Civil War and the breakdown of the Republic <p>Topic 2:</p> <ul style="list-style-type: none"> • Augustus

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Geography

General senior subject

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

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

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

Pathways

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

Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Structure

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

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Legal Studies

General senior subject

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

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

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none"> Legal foundations Criminal investigation process Criminal trial process Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> Civil law foundations Contractual obligations Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> Governance in Australia Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> Human rights The effectiveness of international law Human rights in Australian contexts

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

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.

Modern History

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

French

General senior subject

French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from French-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in French 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 French 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 French 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 French.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	L'exploration du monde Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of French culture to the world 	Notre société Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	Mon avenir My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

Assessments in Units 1 and 2 will be short, combination and extended response tasks. 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 analysing texts in English	15%	Summative internal assessment 3 (IA3): • Extended response – prepared individual response to texts	30%
Summative internal assessment 2 (IA2): • Examination — combination response analysing French written/audio texts in English, creating texts in French and exchanging ideas in French.	30%	Summative external assessment (EA): • Examination — combination response to texts for Unit 4 content only.	25%

Japanese

General senior subject

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Japanese 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 Japanese 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 Japanese 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 Japanese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	私達のまわり Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Japanese culture to the world 	私達の社会 Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	私の将来 My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

Assessments in Units 1 and 2 will be short, combination and extended response tasks. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination — short response analysing texts in English 	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response – prepared individual response to texts 	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Examination — combination response analysing Japanese written/audio texts in English, creating texts in Japanese and exchanging ideas in Japanese. 	30%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — combination response to texts for Unit 4 content only. 	25%

Essential Mathematics

Applied senior subject

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

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

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

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

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of

trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

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

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

Structure

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

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. 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 – Year 12 (Calculator allowed for all 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			

Please note results for this subject contribute to the QCE (Qld Certificate of Education) and ATAR (Australian Territory Admission Rank). However, only one applied subject can contribute toward ATAR.

General Mathematics

General senior subject

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

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

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

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

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Objectives

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

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

Structure

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

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. 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			

Mathematical Methods

General senior subject

Mathematical Methods' is a rigorous subject with major domains being Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Specialist Mathematics

General senior subject

Specialist Mathematics' is a rigorous subject with major domains being Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

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

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

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> • Combinatorics • Vectors in the plane • Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> • Complex numbers 1 • Trigonometry and functions • Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> • Proof by mathematical induction • Vectors and matrices • Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. 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			

Drama

General senior subject

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They 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. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals.

Students learn to pose and solve problems, and work independently and collaboratively.

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 and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

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

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts 	Challenge How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. 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			

Music

General senior subject

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology). Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

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

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of

arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

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

Structure

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

Assessment

Assessments in Units 1 and 2 are formative and include assessment in performance, composition and an integrated musicology assignment. Students will also complete an examination to assist in their preparation for the external examination in Units 3/4.

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

Summative assessments

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

Physical Education

General senior subject

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

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

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

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. 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%

Biology

General senior subject

Biology provides opportunities for students to engage with living systems.

Students study cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students develop an appreciation of how to plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

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

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

Recommended Prior Learning

Year 10 Biology or Chemistry or Physics

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis • Infectious diseases 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity • Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> • DNA, genes and the continuity of life • Continuity of life on Earth

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).

Note: In Units 1 and 2 'formative' assessment will model the summative assessment methods; this is a continuation of the exposure to these modes of assessment from Year 10 Science courses (Biology, Chemistry, Physics).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data test – 60 minutes + 10 minutes perusal	10%	Summative internal assessment 3 (IA3): Research investigation – 3 weeks class time	20%
Summative internal assessment 2 (IA2): Student experiment – 3 weeks class time	20%	1500 – 2000 words	
Summative external assessment (EA): 50% 2 X 90 minute examinations			

Chemistry

General senior subject

Chemistry provides opportunities for students to engage with chemicals and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving

and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Objectives

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

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

Recommended Prior Learning

Year 10 Chemistry or Biology or Physics

Structure

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

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).

Note: In Units 1 and 2 'formative' assessment will model the summative assessment methods; this is a continuation of the exposure to these modes of assessment from Year 10 Science courses (Biology, Chemistry, Physics).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data test – 60 minutes + 10 minutes perusal	10%	Summative internal assessment 3 (IA3): Research investigation – 3 weeks class time 1500 – 2000 words	20%
Summative internal assessment 2 (IA2): Student experiment – 3 weeks class time	20%		
Summative external assessment (EA): 50% 2 X 90 minute examinations			

Physics

General senior subject

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students study fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields. They study modern physics theories and models that are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Objectives

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

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

Recommended Prior Learning

Year 10 Physics or Chemistry or Biology

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

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).

Note: In Units 1 and 2 'formative' assessment will model the summative assessment methods; this is a continuation of the exposure to these modes of assessment from Year 10 Science courses (Biology, Chemistry, Physics).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data test – 60 minutes + 10 minutes perusal	10%	Summative internal assessment 3 (IA3): Research investigation – 3 weeks class time 1500 – 2000 words	20%
Summative internal assessment 2 (IA2): Student experiment – 3 weeks class time	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • 2 X 90 minute examinations 			

Visual Art

General senior subject

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

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

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

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; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

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 art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as lens</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	<p>Art as code</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	<p>Art as knowledge</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	<p>Art as alternate</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. 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 — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% - Examination			

Diploma of Business

Vocational Education Training Subject

The Diploma of Business is a nationally accredited qualification which will provide the skills for middle management roles in business/office/administration environments. The Diploma of Business will provide a broad understanding of contemporary business practices that can be used within a variety of entry-level management positions in both the public and private sectors.

Aims of the course:

- To develop knowledge regarding the management skills required to work in a business environment.
- To build practical skills and knowledge that may lead to employment in a business setting.

Skills and qualities needed:

Students will need to have well-developed time management skills, be able to write at an academic level and synthesise large amounts of information. This course is similar to a first year university programme and therefore students should be prepared for rigorous assessment. Ideally students would have studied a Business subject to provide some foundation knowledge, although this is not essential.

Key points regarding the Diploma of Business:

- The course is run and assessed by **Look Now Training**, an external Registered Training Organisation (RTO).
- Fees will be approximately **\$2285** per student for the two-year course, with \$1,285 paid up-front, then \$1000 each paid in 2 extra instalments across the 2 years.
- The Diploma of Business will be included in the student's timetable with five classes per week (1 x double lesson, taken by an RTO trainer and 3 single lessons, taken by a Grammar business teacher)
- Students will be able to study the Diploma of Business as well as remain ATAR eligible by studying at least **4 'General'** subjects with the Diploma of Business contributing toward a student's ATAR
- Students applying to study Business at university may be eligible for credits of between 4 and 8 subjects at some universities, Eligibility is the decision of the university dependent on the course chosen and the units completed within the Diploma. The University of the Sunshine Coast may credit up to 8 subjects on certain Business degrees. This is equivalent to receiving credit for the first year of university, meaning students may start their second year of university subjects in their first year after Year 12.
- The Diploma may also lead to part-time or full-time employment in a business environment upon completion of Year 12.

Structure

Year 11 Modules	Year 12 Modules
<ul style="list-style-type: none"> • Manage personal work priorities and professional development (WOR501) • Lead and manage team effectiveness (WOR502) • Manage meetings (BSBADM502) • Identify and evaluate marketing opportunities (MKG501) 	<ul style="list-style-type: none"> • Manage workforce Planning (HRM513) • Manage risks (RSK501) • Undertake project work (PMG522) • Plan market research (MKG506)

Assessment

Assessment will be a combination of evidence from written responses (both short and extended eg. reports), questioning, demonstration, observation. All assessment is competency based with student work ascertained as showing 'Competency' or Working towards Competency (WTC). Students have the opportunity to resubmit work to achieve competency. Assessment evidence is gathered throughout training as students are required to demonstrate their knowledge and skills across a range of areas.



IMPORTANT
PROGRAM
DISCLOSURE
STATEMENT
(PDS)

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

*To access Binnacle's PDS, visit:
<http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.*

REGISTERED
TRAINING
ORGANISATION

Binnacle Training (RTO Code: 31319)

Subject Type

Vocational Education and Training (VET) Qualification

Nationally
Recognised
Qualifications

SIS30315 Certificate III in Fitness
PLUS entry qualification: SIS20115 Certificate II in Sport and Recreation

Course Length

2 years

Reasons to Study
the Subject

Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

QCE Credits: Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.

This program also includes the following:

- First Aid qualification and CPR certificate; *plus* coaching accreditation.
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

ENTRY REQUIREMENTS

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Each student must obtain a (free) 'Working with Children' Student Blue Card (application to be completed as part of the enrolment process). A student's official enrolment is unable to be finalised until their Student Blue Card has been issued.



Topics of Study	Students enrol in qualification: SIS20115 Certificate II in Sport and Recreation (TERM 1)			
	Students enrol in qualification: SIS30315 Certificate III in Fitness (TERM 3)			
	TERM 1	TERM 2	TERM 3	TERM 4
	<ul style="list-style-type: none"> Health, Safety and Law in the Sport, Fitness and Recreation industry Customer service Coaching practices 	<ul style="list-style-type: none"> Assist with activity sessions Deliver a community fitness program 	<ul style="list-style-type: none"> Screening and assessing clients and group fitness Exercise Science - Anatomy and Physiology 	<ul style="list-style-type: none"> Exercise Science – Anatomy and Physiology (continued) Group fitness First Aid <p style="text-align: center;"><u>Finalisation of Certificate II in Sport and Recreation</u></p>
	TERM 5	TERM 6	TERM 7	TERM 8
	<ul style="list-style-type: none"> Programming and instruction Introduction to specific populations 	<ul style="list-style-type: none"> Specific populations Advanced group training 	<ul style="list-style-type: none"> Training older clients Nutrition and performance 	<ul style="list-style-type: none"> First Aid qualification and CPR certificate <p style="text-align: center;"><u>Finalisation of Certificate III in Fitness</u></p>
	Learning Experiences			



<p>Learning and Assessment</p>	<p>Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).</p> <p>A range of teaching/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> • Practical tasks • Hands-on activities involving participants/clients • Group work • Practical experience within the school sporting programs and fitness facility • Log Book of practical experience <p>Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.</p> <p>NOTE: This program involves a mandatory 'outside subject' weekly component as follows:</p> <ul style="list-style-type: none"> • TERM 5: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school. • TERM 6: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school. <p>All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (approximately 40 hours).</p>
<p>Pathways</p>	<p>The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:</p> <ul style="list-style-type: none"> • Exercise Physiologist • Teacher – Physical Education • Sport Scientist <p>Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance</p> <p>Students may also choose to continue their study by completing the Certificate IV in Fitness.</p>
<p>Cost</p>	<ul style="list-style-type: none"> • \$210.00 = Binnacle Training Fee - Certificate II entry qualification - Funded by SCGS • \$80.00 = Binnacle Training Fee - Certificate III (Upgrade from entry qualification) - Funded by SCGS • \$40.00 = First Aid Certificate costs (Student cost) • All texts and reprographics are provided by the school.

For further information, contact Mr. Paul Cross pcross@scgs.qld.edu.au

Recommended Prior Study

THESE RECOMMENDATIONS ARE INTENDED AS A GUIDE ONLY. THE FINAL DECISION REGARDING SUBJECT SELECTION RESTS WITH THE INDIVIDUAL STUDENT AND THEIR FAMILY.

YEAR 11 SUBJECT	MINIMUM RECOMMENDED PRIOR KNOWLEDGE
Accounting	Successful completion of any Year 9 or 10 Business subject
Ancient History	Successful completion of any Year 10 Humanities subject
Biology	Successful completion of BIO10
Business	Successful completion of any Year 9 or 10 Business subject
Certificate III in Fitness	Successful completion of HPE10
Chemistry	Successful completion of CHM10 and preferably BIO10
Digital Solutions	Successful completion of any Year 8, 9 or 10 ICT or Digital Technologies subject
Diploma of Business	Successful completion of any Year 9 or 10 Business subject
Drama	Successful completion of DRA10A or DRA10B
Economics	Successful completion of any Year 9 or 10 Business subject
English	Successful completion of ENG10 with at least a C+ grade.
Essential English	Completion of ENG10
Essential Mathematics	Successful completion of any Year 10 Mathematics subject
Food & Nutrition	Successful completion of FAN10 or HOS10
French	Successful completion of FRE10A or FRE10B
Furnishing Skills	Successful completion of DTC10, GRA10 or IND10
General Mathematics	Successful completion of MAT10 with a C+ grade or MAP10 with a C grade
Industrial Graphics Skills	Successful completion of any Year 9 or 10 Graphics subject
Geography	Successful completion of any Year 10 Humanities subject
Hospitality Practices	Successful completion of either FAN10 or HOS10
Japanese	Successful completion of JAP10A or JAP10B
Legal Studies	Successful completion of any Year 10 Humanities subject
Literature	Successful completion of ENG10 with at least a B grade.
Mathematical Methods	Successful completion of MAP10 with a B grade
Modern History	Successful completion of any Year 10 Humanities subject
Music	Successful completion of MUS10A or MUS10B
Physical Education	Successful completion of HPE10
Physics	Successful completion of PHY10 and MAP10
Specialist Mathematics	Successful completion of MAP10 with a B grade
Visual Art	Successful completion of VAR10A or VAR10B

Subject Selection

All students are required to select a total of six (6) subjects including English or Literature (note, you can do both) or Essential English.

Accounting	
Ancient History	
Biology	
Business	
Certificate III in Fitness	
Chemistry	
Curriculum Support	
Digital Solutions	
Diploma of Business	
Drama	
Economics	
English	
Essential English	
Essential Mathematics	
Food and Nutrition	
French	
Furnishing Skills	
General Mathematics	
Geography	
Hospitality Practices	
Industrial Graphics Skills	
Japanese	
Legal Studies	
Literature	
Mathematics Methods	
Modern History	
Music	
Physical Education	
Physics	
Specialist Mathematics	
Visual Art	