



2027

SENIOR COURSE GUIDE

YEARS 10, 11 & 12

Table of Contents

SCHOOL PHILOSOPHY	2
SET (SENIOR EDUCATION AND TRAINING) PLAN PREPARATION	3
CHOOSING SUBJECTS WISELY FOR SENIOR	3
VOCATIONAL EDUCATION AND TRAINING	5
INSTRUMENTAL MUSIC	6
SENIOR SECONDARY PROGRAMS OF EXCELLENCE	8
The Australian Tertiary Admissions Rank (ATAR) Leap Program	8
International Baccalaureate Diploma (IB) Preparation Programme	8
Junior Secondary Programs of Excellence Graduates	8
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME	12
SENIOR EDUCATION PROFILE	13
Senior Statement	13
Queensland Certificate of Education (QCE)	13
Queensland Certificate of Individual Achievement (QCIA)	13
YEARS 11 AND 12 SUBJECTS	14
GENERAL SYLLABUSES	15
APPLIED SYLLABUSES	16
SENIOR EXTERNAL EXAMINATIONS (SEE)	17
YEAR 10 COURSE OF STUDY	18
English	19
Essential English	20
English As An Additional Language	21
Literature	22
Pre-IB English	23
General Mathematics	24
Mathematical Methods	25
Essential Mathematics	26
Accounting	27
Ancient History	28
Biology	29
Business	30
Certificate I In Manufacturing Pathways MSM10216	31
Certificate III In Aviation (Remote Pilot) AVI30419	32
Chemistry	33
Chinese	34
Cisco Networking	35
Academy Program	35
Dance	36
Design	37
Digital Solutions	38
Drama	39
Pre-Engineering	40
Economics	41
Fashion	42
Food & Nutrition	44
Geography	45
Health	46
Industrial Technology Skills (Applied)	48
Legal Studies	50
Modern History	51
Music	52
Psychology	53
Physical Education	54
Physical Education - High Performance Basketball Program	55
Physics	57
Science	58

Spanish	59
Sport And Recreation	60
Visual Art	62
PROGRAMS OF EXCELLENCE	63
Chinese Acceleration	64
Maths & Engineering Acceleration	65
Music Acceleration	66
Spanish Acceleration	67
YEARS 11 & 12 COURSE OF STUDY	68
YEARS 11 & 12 SUBJECT OFFERINGS (QCAA)	69
QCAA YEARS 11 AND 12 SYLLABUSES	72
Mathematics Information	73
General Mathematics	74
Mathematical Methods	76
Specialist Mathematics	78
Essential Mathematics	80
English	82
English as an Additional Language	84
Literature	86
English and Literature Extension	88
Essential English	90
Accounting	92
Ancient History	94
Business	96
Economics	98
Geography	100
Legal Studies	102
Modern History	104
Tourism	106
Aerospace Systems	108
Building & Constructions Skills	110
Design	112
Digital Solutions	114
Engineering	116
Engineering Skills	118
Fashion	120
Food & Nutrition	122
Furnishing Skills	124
Physical Education	126
Sport and Recreation	128
Biology	130
Chemistry	132
Physics	134
Psychology	136
Science in Practice	138
Chinese	140
Chinese Extension	142
Spanish	144
Senior External Examinations (QCAA SEE)	146
Dance	147
Drama	149
Film, Television & New Media	151
Music	153
Music Extension (Composition)	155
Music Extension (Performance)	156
Visual Art	157
YEARS 10, 11 & 12 VOCATIONAL EDUCATION AND TRAINING (VET) SUBJECTS	159
Flight Training	160
Certificate II In Auslan	161
Certificate II Hospitality SIT20322	162

Certificate III In Health Services Assistance HLT33115	
Including Certificate II Health Support Services HLT23221	163
Certificate III In Fitness SIS30321 (+ Optional Certificate II In Sport And Recreation SIS20122)	165
Certificate II In Visual Arts CUA20720	167
Diploma Of Business BSB50120	169
INTERNATIONAL BACCALAUREATE	170
International Baccalaureate	171
Biology	173
Business Management	175
Chemistry	176
English A: Language & Literature	178
History	180
Mandarin Ab Initio	182
Mandarin B	184
Mathematics	186
Music SL/HL	188
Physics	190
Psychology	192
Theory Of Knowledge	194
Spanish Ab Initio	196
Spanish B	198
Visual Art	200
CO-CURRICULAR OPPORTUNITIES	202



INDOOROOPIILLY
STATE HIGH SCHOOL

SCHOOL PHILOSOPHY

Our Motto: *A community of forward thinkers*

Our Vision: *Inspiring students to achieve their personal best*

Our Values

- Each person's dignity
- Our community's diversity
- Open communication
- Quality learning

Our Mission

To be a values driven, diverse and inclusive community, focussed on a holistic approach to learning.

Our Priorities

- Exceptional Learning and Teaching
- Belonging and Wellbeing
- Local and Global Citizenship

IT'S TIME FOR DECISIONS ABOUT YOUR FUTURE!

This is an exciting time for students and parents. Engaging in the process of choosing your subjects for Senior Schooling is important.

When choosing subjects, you should discuss your choices with family and friends. You can also seek advice from our Guidance Officers and consult with teachers.

Choosing your subjects is a decision that can shape futures. To make a good decision, you need to be informed. During Connect Lessons, students will have the opportunity to investigate possible career pathways and receive information on subject selection.

You should select subjects that you have done well in and that you enjoy. Avoid choosing something just because friends are doing it – this is *your* future, not theirs. Be confident in your own choices. Think about what kind of future you want, then choose subjects that help you build towards it, while keeping your options open.

We wish you well during this decision-making time. If you or your parents would like to discuss this further, please contact your year level Guidance Officer to make an appointment.

SET (SENIOR EDUCATION AND TRAINING) PLAN PREPARATION

All young people are required to complete Year 10 at school and go on to undertake a further two years education and/or training. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 13 years of schooling (including Prep) or equivalent.

After completing Year 10, the young person will continue their learning pathway leading to a Queensland Certificate of Education. In order to make the most of this opportunity, they need a plan. The Student Education and Training (SET) Plan is designed to help the young person to map individual learning pathways through the Senior Phase of Learning. It is an important step for young people. It is a time when they make choices about their future education and/or training.

SET Plans can be started at any time. However, the plan should be documented and ready for implementation before the young person begins Year 11. At Indooroopilly State High School, the SET Plan is collaboratively developed in Year 10 as part of a comprehensive careers program.

The SET Plan is designed to:

- Work as a 'road map' to help the young person to achieve their learning goals during the Senior Phase of Learning;
- Include flexible and coordinated pathway options;
- Assist young people to examine options across education, training and employment sectors;
- Help young people to communicate with personnel from other schools/learning providers, if necessary, about their future options.

CHOOSING SUBJECTS WISELY FOR SENIOR

Much of the enjoyment and success in your Senior years of schooling will depend on the choices you make now. It is essential that you put time and thought into making the best decisions possible. When selecting your subjects, you should consider the following:

Past Achievement

If you have done well in a subject previously, you are more likely to succeed in the same or a related subject in Years 10, 11 & 12.

Interest

It will be easier to engage and succeed in subjects that you find interesting and enjoyable.

Future Requirements

Many tertiary institutions have specific subject requirements (prerequisites) for entry into some courses. If you are planning on employment rather than study after Year 12, there are subjects that will provide useful background knowledge for various careers. Your choice of subjects is also important in relation to the Queensland Certificate of Education.

Options

For students aiming for University entrance after school, your goal should be to select a suite of subjects that lead towards an Australian Tertiary Assessment Rank (ATAR) or the International Baccalaureate Diploma Programme (IB). The ATAR will be the measure most widely used to select Year 12 students for undergraduate University entry. The International Baccalaureate Diploma Programme is taught in many schools around the world and provides a tertiary entrance score.

There are also other pathways to University, for example, through successful completion of a Diploma level course at TAFE. It should be noted that an ATAR or IB Diploma score is not essential for entry into TAFE courses. Various universities accept the completion of Certificate III, IV and Diploma level qualifications, available during your senior schooling, for direct entry into particular courses.

Tertiary study after Year 12 is only one option. There are many others available to you including:

- Certificate/Advanced Certificate courses
- Short vocational and training courses
- Apprenticeships/Traineeships
- Employment

You and your parents are very welcome to discuss any subject selection issues with our school Guidance Officers. Appointments can be made by contacting Student Services or through the School Administration.

Think about career options

It is helpful to have some ideas about possible career choices, even though these ideas may change as you learn more about yourself and the world of work. You will already have ideas about those subjects you enjoy and are achieving well in. You will continue to think about career options during Year 10 when documenting your SET Plan.

You may wish to talk to the Guidance Officers and utilise the following sources of information on careers:

- My Future – available online at <http://www.myfuture.edu.au/>
- Other career information such as brochures from industry groups which show the various pathways to jobs in these industries
- Employers and people who are already doing the work in which you are interested

After checking through this information, it is likely that you will come up with a list of prerequisite subjects needed for courses and occupations that interest you. If you are still unsure, check with the Guidance Officers.

Find out about the subjects or units of study offered at Indooroopilly SHS

It is important to find out as much as possible about the subjects or units of study offered at school. The following ideas will help.

- Read the subject or unit descriptions in booklets provided at school.
- Ask Heads of Departments and Teachers of particular subjects or units.
- Look at books and materials used by students in the subjects or units.
- Listen carefully at class talks and course selection nights.
- Talk to students who are already studying the subjects.
- When investigating a subject to see if it is suitable for you, find out about the content (i.e. what topics are covered) and how it is taught and assessed. For example:
 - Does the subject or unit mainly involve learning from a textbook?
 - Are there any field trips, practical work, or experiments?
 - How much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?

Your choice of subjects for Year 10 will affect your choice of a study program in Years 11 and 12.

For example:

- Students who wish to take the International Baccalaureate Diploma Programme should choose a suite of aligned subjects in Year 10.
- Students who wish to study Mathematical Methods in Years 11 and 12 should choose Year 10 Mathematical Methods and be able to demonstrate good results in Mathematics in Years 8 and 9.
- Students who wish to study Drama in Years 11 and 12 should choose Year 10 Drama.
- Music and Languages in Year 11 and 12 require previous study in Year 10.
- Successful achievement in prerequisite subjects in Year 10 may be required to enrol in particular Year 11 and 12 subjects.

Make a decision about a combination of subjects that suit you

You are an individual, and your particular study needs and requirements may be quite different from those of other students. This means that it is unwise to either take or avoid a study area because:

- Someone told you that you will like, or dislike, it
- Your friends are, or are not, taking it
- You like, or dislike, the teacher

Be honest about your abilities and realistic with your occupational ideas. There is little to be gained by continuing with subjects or units that have proved very difficult even after you have put in your best effort. Also, if your career ideas require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the results required?

Be prepared to ask for help

If you need more help, then ask for it. Talk to your Parents, Teachers, and Guidance Officer.

Make use of the school subject selection program

Look at the resources suggested in this handbook. You'll feel much more confident about your selection of a study program.

VOCATIONAL EDUCATION AND TRAINING

WHAT IS VET?

Vocational Education and Training (VET) assists in the learning of practical workplace skills to prepare for employment. VET links hands-on learning with theoretical understanding.

VET exists to give people better skills and more opportunities. No matter what type of skills you need or what job you are interested in, you can get the training you want and deserve. VET qualifications are recognised by employers Australia wide. Your qualification proves that you are competent to do the job. VET is a great way to build your career in almost any industry. VET can take place within an Australian Apprenticeship, at school, at a Registered Training Organisation such as a TAFE, or in the workplace.

Indooroopilly State High School (RTO No. 30305) is registered for the delivery of vocational courses through the Queensland Curriculum & Assessment Authority (QCAA), an authorised body for accrediting training providers. The scope of registration for Indooroopilly State High School covers standalone VET programs. We also work with other providers to deliver VET qualification opportunities for our students.

At Indooroopilly State High School, the focus of training should not only cover the vocational training requirements but should also assist a student to develop the personal qualities of independence, initiative and self-determination which will benefit them in employment and life.

WHAT IS CAREER READY FUNDING?

The Career Ready Program delivers nationally recognised qualifications to school students, providing them with the skills and knowledge required for specific industries. The Career Ready Program is available to students in 11 and 12 for approved Certificate I or II courses. These courses can count towards the Queensland Certificate of Education (QCE). VET can also be undertaken while a young person is still enrolled at school through a School-based Apprenticeship or Traineeship (SAT) from Year 10 onwards. The Career Ready Program funds a range of Certificate I and II level qualifications, which have been identified in consultation with industry and based on skills shortages and Queensland Government priorities. Students who wish to undertake a Career Ready funded course need to be fully aware that, if eligible, they can only be subsidised by the program for one course that is approved under program. **International visa students have an option to complete VET courses as a fee-for-service course.**



INSTRUMENTAL MUSIC

Music is a unique and integral part of life. It has the capacity to inspire all students' creativity and imagination, engage them in the art of expression, immerse them in a language and history that is rich in culture, provide them with opportunities beyond the classroom and excite them about life and learning.

Instrumental Music aims to provide students with the opportunity to become musicians by experiencing the expressive qualities of music through learning to play a band or orchestral instrument and participating in concert bands and orchestras as performance ensembles.

Complementary to the Classroom Music, Music Acceleration and Music Extension programs, Instrumental Music provides opportunities for greater participation in, and enrichment of, music education for the whole school community. The program fosters opportunities for interaction between year levels through participation in school-based ensembles, as well as for cross-linking to other areas of the school curriculum.

Engagement in the program will improve students' quality of perception and self-expression by fostering the acquisition of musical skills, thereby increasing aesthetic sensibility, cultural awareness and social-emotional engagement. Through the lens of music, students are empowered to make sense of their world.

Students will develop and refine music literacy, technique and performance skills through their engagement in:

- Performance ensembles
- Group lessons
- Regular home practice

Learning is sequenced in alignment with the Queensland Instrumental Music Curriculum. The curriculum enables students to become musicians through the development of music literacy, technique and performance.

Students take part in 1 x 35-minute small group lesson and 1 x one-hour large ensemble rehearsal each week. In small group lessons, there is a large focus on the development of musical literacy, technique and performance skills. Ensembles provide students the opportunity to demonstrate Instrumental Music learning in real-life contexts by creating musical performances in a collective team effort.

Much of the learning in Instrumental Music prepares students for the range of performance opportunities organised by Instrumental Music Staff throughout the year. Performance opportunities are both internal and external to the school. These include but are not limited to:

- Instrumental Music concerts
- Open Day
- Assembly performances
- Fanfare (biennial music festival run by the Department of Education)
- Performances at external events

Students are assessed once per term on a performance task. Assessment tasks include a combination of technical work, sight-reading, solo repertoire and small ensemble repertoire. Students are assessed across three dimensions of Instrumental Music – music literacy, technique and performance.

Future career options include being a Musician, a Music Teacher or working in the music industry. However, for many students, Instrumental Music is a recreational pursuit which remains with them for rest of their lives.

For full details about the program, including the ensembles on offer, fees, and Instrumental Music Subject Selection, refer to [Instrumental Music Handbook on the ISHS school website](#).

YEAR 10 SUBJECTS

All students study subjects within the core learning areas of English and Mathematics. Students are able to choose from:

English Learning Area	Mathematics Learning Area
English	General Mathematics
English as an Additional Language	Mathematical Methods
Essential English*	Essential Mathematics*
Pre-International Baccalaureate English	
Literature	

All students will study **four of the following subjects**:

Accounting, Ancient History, Biology, Business, Certificate I in Manufacturing Pathways, Chemistry, Chinese, Chinese Foundations, Dance, Design, Digital Solutions, Drama, Economics, Pre-Engineering, Fashion, Film Television and New Media, Food & Nutrition, Geography, Health, Industrial Technology Skills, Legal Studies, Modern History, Music, Physical Education, Physics, Psychology, Science, Spanish, Spanish Foundations, Sport & Recreation, Visual Art, Certificate II in Auslan, Cert III Aviation (Remote Pilot), CISCO Networking.

Students who have graduated from the **Spanish Immersion Program** (Years 7-9) and choose Spanish as a senior subject will study the Years 11 and 12 syllabus across Years 10 and 11 as part of the ATAR Leap Program. Refer to the Senior Secondary Excellence Program information and the entry on the general senior subject Spanish for further details.

Students who have graduated from the **Chinese Acceleration Program** (Years 7 – 9) and choose Chinese as a senior subject will study the Years 11 and 12 syllabus across Years 10 and 11 as part of the ATAR Leap Program. Refer to the Senior Secondary Excellence Program information and the entry on the general senior subject Chinese for further details.

Students who have graduated from the **Mathematics and Engineering Acceleration Program** (Years 7 – 9) and choose Mathematical Methods as a senior subject will study the Years 11 and 12 syllabus across Years 10 and 11 as part of the ATAR Leap Program. Refer to the Senior Secondary Excellence Program information and the entry on the general senior subject of Math Methods for further details.

Students in Year 10 will be involved in a career development program throughout **Connect lessons**. During this program they will explore the importance of career planning, recognising and appreciating the different pathway options that are available to them, so that they can be more confident in making decisions that will impact on their future lives.

Note: Subjects listed with an (*) lead to Applied subjects.

SENIOR SECONDARY PROGRAMS OF EXCELLENCE

Indooroopilly State High School offers motivated and academically able Year 10 students the opportunity to apply to either:

- Commence a Year 11 course and accelerate their learning in the *Australian Tertiary Admissions Rank (ATAR) Leap Program*, or,
- Get ready for an internationally recognized pre-university qualification in our *International Baccalaureate Diploma (IB) Preparation Program*.

The Australian Tertiary Admissions Rank (ATAR) Leap Program

Academically able Year 9 students ready for their next learning challenge are invited to commence a Year 11 course at the start of Year 10. Selected applicants will study their chosen Year 11 subject with Year 11 students and complete their chosen Year 12 General Subject by the end of Year 11. In Year 12, students may opt to commence additional extension studies at school or at University.

The Year 11 General Subjects available for Year 9 students to apply for as part of the *ATAR Leap Program* include:

- Aerospace Systems
- Ancient History
- Chinese
- Digital Solutions
- Economics
- Geography
- Legal Studies
- Literature
- Mathematical Methods
- Modern History
- Physical Education
- Spanish
- Specialist Mathematics

International Baccalaureate Diploma (IB) Preparation Programme

Year 9 students who would like to pursue the International Baccalaureate Diploma Programme are invited to apply for our Year 10 *IB Preparation Programme*.

Selected students will study Preparatory International Baccalaureate (Pre-IB) English as well as five subjects that lead to courses available in our Years 11 and 12 IB Diploma Programme. Year 10 *IB Preparation Programme* students will be supported in their learning pathway through a differentiated Connect program that introduces students to the IB Learner Profile, Theory of Knowledge, the Extended Essay.

Year 10 *IB Preparation Programme* students will also choose one subject from the following groupings:

1. **Language A:** Pre-IB English
2. **Language Acquisition:** Chinese, Chinese Year 11 (for Chinese Acceleration graduates) Spanish or Spanish Year 11 (for Spanish Immersion graduates)
3. **Individuals and Society:** Modern History, Ancient History, Business, Accounting or Psychology
4. **Sciences:** Biology or Physics. Students *may also* choose Chemistry instead of Music or Visual Art
5. **Mathematics:** Mathematical Methods, General Mathematics or Year 11 Math Methods (for Mathematics & Engineering Acceleration graduates)
6. **The Arts** Visual Art, Music or Year 11 Music (for Music Acceleration students)

PLEASE NOTE: Students who study a Leap subject, Chinese (Year 11), or Spanish (Year 11) in Year 10 cannot continue these subjects in Years 11 and 12 if they choose to undertake the International Baccalaureate (IB) Diploma Programme. Students who pass Semester 1 and Semester 2 in Year 10 will still receive the corresponding QCE credits for the subject.

Application Process

Students and parents who are interested in either the ATAR Leap Programme or the IB Programme are invited to attend the information sessions held as part of our Subject Selection and Pathways Expo. **Application Forms** and details regarding closing date are available from the Senior Secondary page of our website. Submission of the Application Form can be made either in person at the Administration Building or via enrolment@indooroopilly.eq.edu.au. Students who are shortlisted for a Program will be interviewed in Term Three by a member of the Senior Executive Team. More information is available below and via our **Frequently Asked Questions** document.

Junior Secondary Programs of Excellence Graduates

Year 9 Graduates from our [Spanish Immersion](#), [Chinese Acceleration](#), [Mathematics and Engineering Acceleration](#) and [Music Acceleration](#) Junior Secondary Programs of Excellence can apply to study Year 11 QCAA (Queensland Curriculum and Assessment Authority) Spanish, Chinese, Mathematical Methods or Music (as per their completed program), plus one additional subject through the ATAR Leap Program, subject to academic achievement.

YEAR 10 SUBJECTS, PREREQUISITES AND PATHWAYS

Learning Area	Year 10 Subject Name	Year 9 Result	Years 11 and 12 Subject Pathway
English <i>All Students Must Choose One from this Learning Area</i>	English	C in English	English
	Pre-IB English	B in three subjects and acceptance into IB Program via application	IB English A – Language & Literature
	Literature	B in English	Literature
	English as an Additional Language	C in English	English as an Additional Language
	Essential English*	Nil	Essential English*
Mathematics & Engineering <i>All Students Must Choose One Maths from this Learning Area</i>	General Mathematics	C in Mathematics required	General Mathematics IB Mathematics - Applications and Interpretations SL
	Mathematical Methods	B in Mathematics required	Mathematical Methods Specialist Mathematics IB Mathematics - Analysis and Approaches SL
	Essential Mathematics*	Nil	Essential Mathematics*
	Pre-Engineering	B in Mathematics required B in Science advised	Engineering
Science	Science	C in Science advised	
	Physics	C in Science advised	Physics IB Physics+
	Chemistry	C in Science advised	Chemistry IB Chemistry+
	Biology	C in Science advised	Biology IB Biology+
	Psychology	C in Science advised	Psychology IB Psychology+
Humanities and Social Sciences	Ancient History	C in History advised	Ancient History Tourism* IB History+ Modern History
	Modern History	C in History advised	Modern History Tourism* IB History+ Ancient History
	Geography	C in History advised	Geography Tourism*
	Economics	Preferably studied ECB in Year 9 C in History advised	Economics
	Legal Studies	C in English advised	Legal Studies
	Accounting	Preferably studied ECB in Year 9	Accounting Business IB Business+ Diploma of Business

Learning Area	Year 10 Subject Name	Year 9 Result	Years 11 and 12 Subject Pathway
	Business	Preferably studied ECB in Year 9	Accounting Business Tourism* IB Business+ Diploma of Business
The Arts	Dance	Preferably studied Dance in Year 9 C in English advised	Dance
	Drama	Preferably studied Drama in Year 9 C in English advised	Drama
	Media Arts	Preferably studied Media Arts in Year 9 C in English advised	Film, Television and New Media Certificate III Screen and Media
	Music	Preferably studied Music in Year 9 C in English advised	Music IB Music+
	Music Leap	<i>Existing Music Acceleration Students</i>	Year 11 & 12 Music Music Extension IB Music+
	Visual Art	Preferably studied Visual Art and/or Design in Year 9 C in English advised	Visual Art IB Visual Art+ Certificate II in Visual Art* Design
Health and Physical Education	Physical Education	C in HPE advised	Physical Education
	Health	C in HPE advised	Health Certificate II/III Health Services*
	Sport & Recreation	C in HPE advised	Certificate III in Fitness* Sport & Recreation*
	High Performance Basketball	C in HPE and/or English advised	Physical Education Certificate III in Fitness*
Languages	Spanish	C in Spanish advised	Spanish IB Spanish Ab Initio+
	Spanish Leap	<i>Existing Spanish Immersion Students</i>	Year 11 & 12 Spanish IB Spanish B+
	Chinese	C in Chinese advised	Chinese IB Mandarin Ab Initio+
	Chinese Leap	<i>Existing Chinese Acceleration Students</i>	Year 11 & 12 Chinese IB Mandarin Ab Initio+/B+
Design & Technologies	Design	Preferably studied Design in Year 9	Design Visual Art
	Certificate I in Manufacturing (Pathways)*	Preferably studied Industrial Technology Skills in Year 9	Building & Construction Skills (Applied), Engineering Skills (Applied), Furnishing Skills (Applied)
	Fashion	Preferably studies and Design & Technologies subject in Year 9	Fashion*
	Industrial Technology Skills (Applied)	Industrial Technology Skills	Building & Construction Skills (Applied), Engineering Skills (Applied), Furnishing Skills (Applied)
	Food & Nutrition	Preferably studied Food Studies in Year 9	Food and Nutrition Certificate II in Hospitality
Digital Systems	Digital Solutions	Preferably studied Digital Technologies in Year 9	Digital Solutions
	Certificate III in Aviation	B in English, Maths and Science required	Flight Training* Aerospace Systems

Learning Area	Year 10 Subject Name	Year 9 Result	Years 11 and 12 Subject Pathway
	(Remote Pilot) *		
	CISCO Networking Academy	Preferably studied Digital Technologies in Year 9	Digital Solutions
Deaf and Hard of Hearing	Certificate II Auslan*	Nil, however, an interest in learning a new language and/or prior experience with Auslan is preferred	Certificate III in Auslan*

* Subjects known as Applied Subjects, School Subjects, or a Vocational Education and Training VET subject. No more than one of these subjects may contribute towards an ATAR (previously OP).

+ International Baccalaureate Subjects

NOTE:

1. When Year 9 students have submitted their initial subject selections in OneSchool (<https://oslp.eq.edu.au>) for Year 10, groupings or lines of subjects will be made to ensure that as many students as possible are able to study their six chosen subjects. These combinations will then become the actual choices available to students who will continue Year 10 at Indooroopilly State High. These final selections will also be made via OneSchool (<https://oslp.eq.edu.au>)
2. The Principal reserves the right to delete an elective subject due to operational needs of the school, including if there are insufficient numbers to form a class of viable size.
3. Changes of subjects in Year 10 can be requested by students at the end of units of work. A change will only be made after a series of permissions are obtained from Parents, Guidance Officers and relevant Heads of Department and Teachers. The Deputy Principals will finalise the decision to change subjects.
4. Students who choose more than two VET or Applied subjects may not be eligible for an ATAR score at the conclusion of Year 12. These students may be able to use their VET qualifications to apply directly to tertiary institutions, particularly at the TAFE level of courses.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Students planning to study the International Baccalaureate Diploma Programme (IB) in Years 11 and 12 should apply for the IB Preparation Programme in Year 10, which is one of our Senior Secondary Programs of Excellence. This programme requires that students study a suite of subjects in Year 10 that will prepare them for the Diploma Programme. Students must pass the Year 10 subject to choose that subject in Year 11.

	Year 10 subject selection for potential IB students	The Year 11 IB subject it leads to
1	Pre-IB English	English Language and Literature
2	- General Mathematics <i>or</i> - Mathematical Methods	- Mathematical Applications & Interpretations <i>or</i> - Mathematics Analysis & Approaches
3	- Physics <u>or</u> Biology - Chemistry	- Physics <u>or</u> Biology - Chemistry
4	- Ancient or Modern History <i>or</i> - Accounting <i>or</i> Business <i>or</i> - Psychology	- History <i>or</i> - Business Management <i>or</i> - Psychology
5	- Spanish <i>or</i> - Chinese	- Spanish <i>or</i> - Mandarin
6	- Art <i>or</i> - Music	- Art <i>or</i> - Music

SENIOR EDUCATION PROFILE

The Queensland Curriculum and Assessment Authority issues Senior Education Profiles to Queensland students upon completion of Year 12. This profile may include a:

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

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

Senior Statement

The Senior Statement is a transcript of a student's learning account. The Senior Statement shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a **Senior Statement**, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior school qualification, which is awarded to eligible students, usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) is a certificate for eligible students who complete senior schooling through an individualised learning program rather than working towards a QCE. The QCIA records the student's learning, achievements, skills and capabilities, providing a clear summary of their strengths for future study, work, training or community participation.

YEARS 11 AND 12 SUBJECTS

The QCAA develops four types of Senior subject syllabuses – General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR. Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.

General syllabuses

General subjects are suited to students who are interested in pathways beyond Senior secondary schooling that lead primarily to tertiary studies and to pathways for Vocational Education and Training and work. General subjects include Extension subjects such as Music Extension.

Applied syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond Senior secondary schooling that lead to Vocational Education and Training or work.

Underpinning factors

All Senior syllabuses are underpinned by:

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

General syllabuses and Short Courses

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

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

Applied syllabuses

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

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

Vocational Education and Training (VET)

As well as selecting General and Applied Syllabus subjects, students at Indooroopilly are able to access a range of VET programs. These programs are outlined in this handbook.

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in **one** of five subjects – English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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

GENERAL SYLLABUSES

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair and generally this occurs in Year 11. Typically, Unit 1 is studied in Semester One and Unit 2 is studied in Semester Two. Acceleration courses in Mathematics, Chinese and Spanish may complete Units 1 and 2 in Year 10. 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.

It is generally expected that students at Indooroopilly will have completed Units 1 and 2 before commencing Units 3 and 4. It is generally not advisable for students to change subjects in Year 11. Therefore, it is important that students make good choices when they are in Year 9 about their preparatory courses in Year 10. Student results in Year 10 provide the best indication of success for students in their Years 11 and 12 courses.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Extension syllabuses course overview

Extension subjects such as Music Extension are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study. For a student to study Music Extension, they must also be studying Music.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

At Indooroopilly, students experience similar types of learning activities and assessment practices in Units 1 and 2 during Year 11 to those they will encounter in Year 12. Generally, students are assessed formally on three occasions. Formal assessment outcomes, drafts and formative tasks provide feedback to students on their progress in each course of study.

Indooroopilly reports levels of achievement to students and parents on four occasions each year.

Units 3 and 4 assessments

Students complete a total of four summative assessments – three internal and one external – that count towards the overall subject result in each General subject.

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

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. At Indooroopilly, we use similar ISMGs with students in Year 11 so that students are familiar with how they will be assessed in Year 12.

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

As part of our teaching and learning practices, teachers discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

External assessment generally occurs in Term Four, Year 12, is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- Common to all schools
- Administered under the same conditions at the same time and on the same day
- Developed and marked by the QCAA according to a commonly applied marking scheme.

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

APPLIED SYLLABUSES

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

Indooroopilly students experience four internal assessments for Units 1 and 2 that provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4 in Year 12.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrices

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

Essential English and Essential Mathematics – Common internal assessment

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

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

- | | |
|------------------------------------|---|
| • Developed by the QCAA | • Administered flexibly in Unit 3 |
| • Common to all schools | • Administered under supervised conditions |
| • Delivered to schools by the QCAA | • Marked by the school according to a common marking scheme developed by the QCAA |

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

Summative internal assessment – instrument-specific standards

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

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

SENIOR EXTERNAL EXAMINATIONS (SEE)

Senior External Examinations course overview

The Senior External Examination is a program of individual subject examinations offered to eligible Year 12 students and adult learners.

Senior External Examination results may contribute credit to the award of a [QCE](#) and contribute to [ATAR calculations](#).

The Senior External Examination is designed for:

- students in their final year of senior secondary schooling who are unable to access certain subjects at their school because of timetable clashes or subject availability
- adult students (who are 17 years or older, or students under 17 who are eligible):
 - to gain credit towards a [QCE](#)
 - to meet tertiary entrance or employment requirements
 - for personal interest.

Senior External Examination results are based solely on a student's examination performance. Any class tests or assignments during the year do not contribute to results.

For more information about the Senior External Examination, students are encouraged to visit: qcaa.qld.edu.au/senior/see.

Assessment

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

Results are based solely on a student's demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E.



INDOOROOPILLY
STATE HIGH SCHOOL

YEAR 10
COURSE OF STUDY

Overview**What is English?**

When you study English you learn about using language in the real world – in the forms of fiction, non-fiction, plays, films, television, magazines, newspapers and the internet. You respond in a variety of ways, through speaking, acting and writing. All of the activities help you to prepare to be a confident member of society. Language is power. Playing with language is fun. The study of English includes focus studies of literary and non-literary texts.

Why study English?

English equips you with the power to make your mark on the world: the power to persuade others, the power to express yourself creatively, the power to argue your point of view in a structured way and the power to be heard by others. Most subjects require you to have a strong command of English in order to engage in learning successfully. Your English skills will also help you prepare for all Senior subjects. Did you know that most university courses ask for a minimum of a Sound Achievement in English, Literature, English as an Additional Language or English and Literature Extension at the end of Year 12?

Preferred Pre-Requisites

C in Year 9 English.

Course Outline**Representations: Humans vs Nature (Written feature article)**

Students will view and analyse Alfred Hitchcock's 'The Birds'. They will then discuss the concept of 'human vs nature' and analyse the film's other thematic and cinematic techniques in a feature article.

Short Stories: Conflict Stories (Written imaginative)

Students will engage with the question: 'is conflict more likely to make our lives better or worse?' They will read a range of short stories dealing with different types of literary conflict. From there they will create a short story that explores the notion of conflict.

The Power of Images (Spoken persuasive)

Students will engage with the 'World Press Photos' along with a range of articles and stories that are linked to the photos. Students will evaluate the images and synthesise their knowledge to persuade an audience that a particular photo should be the overall winner.

Shakespeare and Power (Written analytical)

Students will engage with either 'Romeo and Juliet' or 'Macbeth'. They will examine representations of power and the subversion of power in these texts. They will engage with these ideas to create an analytical essay.

Assessment

By Year 10 students should consider themselves as junior members of the senior program as they are introduced to coursework similar to those used to assess students in Years 11 and 12. Assessment is either spoken or written with four pieces of assessment per year. English skills will develop over time and students are expected to improve their literacy and writing skills throughout the course.

Future Options

If you enjoy English, you may be interested in a career in some of the following fields: Advertising, Anthropology, Creative Writing, Communications, Editing, Journalism, Law, Libraries, Media Production and Research, Political Science, Public Service, Publishing, Sociology, Teaching or Translation.

Overview**What is Essential English?**

Essential English is a subject that focusses on engaging with texts relating to the contexts of social issues, community and leisure with an emphasis on media, literary texts and/or their filmic versions.

Why study Essential English?

Essential English is offered as an alternative to English, Literature and English as an Additional Language. It will help you to develop your self-confidence as a language user by improving your communication skills. You will enhance your understanding of communications within the community, particularly those related to the media.

Course Outline**Unit 1: The Power of Words**

Students will study a range of opinion-based texts on current issues in contemporary society, in addition to persuasive techniques. Student will then select one issue to research and create an opinion column.

Unit 2: Short Story

Students will read a novel, *Red Dog* or *Of Mice and Men* and discuss the plot, literary devices and representations within the novel. Students will then select a character and write a missing chapter from the perspective of the chosen character.

Unit 3: Film Study

Student will study a variety of film techniques, and understand director's use of cinematography, sound, plot and characterisation convey message. Students will then explore film reviews and express their own opinions on their selection of a film.

Unit 4: Advertising

Study of advertising language, visual literacy and persuasive techniques (short response exam).

Learning Experiences

You will learn to:

- Analyse texts and communicate opinions and perspectives
 - Use ideas and information to influence audiences
 - Develop knowledge of Australia's linguistic and cultural diversity
-

Preferred Pre-Requisites

Students receiving lower than a C in Year 9 English are recommended to consider this subject.

Assessment

You will undertake four assessment pieces, three written and one spoken/signed/multimodal over the course of the year.

Years 11 and 12 Options

Essential English is a foundation for the Years 11 and 12 subject Essential English. Essential English in Years 11 and 12 can contribute towards an ATAR.

Overview**What is English as an Additional Language?**

The syllabus is aligned to the Year 10 English syllabus. However, it is aimed at students who are from a non-English speaking background and who are developing and consolidating their English language skills in an academic context. Students will be taught by a specialist EAL teacher.

Why study English as an Additional Language?

This syllabus is specifically designed for students who are learning English as a second language and who are preparing themselves for further study in Australia. It can lead into the Year 11 and 12 QCAA EAL, English, or Literature which are ATAR subjects.

Course Outline: 4 Units**Unit 1: Perspectives – Short Story**

Students read an Australian novel, considering characters' points of view and characterisation. Students then write a creative short story from a marginalised character's perspective and challenging cultural assumptions, beliefs and attitudes.

Unit 2: Fake News

Students develop a critical understanding of how texts, language features, visual features and audio features are influenced by context. They examine how news media text structures, organisation of information and language features position audiences to respond to people, groups, places, events, objects and concepts. Students examine aspects of satirical devices, such as irony, hyperbole, parody, sarcasm and rhetoric.

Unit 3: Slam Poetry vlog

Students will explore a range of contemporary slam poems around global issues and how they are represented through different perspectives. Students will choose a poem as their stimulus and persuade the audience that this representation of a social issue is highly relevant to a peer audience.

Unit 4: Shakespeare

Students read and view Shakespeare's *Romeo and Juliet* and write an analytical response under exam conditions to a question about specific themes and dramatic elements.

Preferred Pre-Requisites

English as Second Language students who are new to Australia or who have completed Year 9 English with EAL support, High School Preparation or ISP students. Students achieving lower than a C in Year 9 English are advised to choose Essential English.

Assessment

Three written tasks and one spoken.

Future Options

English, Literature or English as an Additional Language in Years 11 and Year 12.

Overview**What is Literature?**

Literature is a preparatory course for students that intend to study Literature in Years 11 and 12. It 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.

Why study Literature?

Literature is offered as an alternative to English. It will help you to develop a rich appreciation of literary texts as well as challenge writers in how they create engaging and purposeful texts.

In Literature, you will explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. You will also explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Preferred Pre-Requisites

B or above in Year 9 English.

Course Outline**Unit 1: Creating Characters (Imaginative Spoken/Signed)**

In a close study of a film text, students explore the ways directors represent ideas through cinematography, characterisation and symbolism, as well as the ways audiences respond to texts both emotionally and critically. Students will then create a dramatic monologue to create an original character in a new context.

Unit 2: What Women Write (Analytical Written)

Students will read and analyse the poetry of Australian female poets. They will engage in writing circles where students develop their analytical writing skills and then develop their own inquiry questions for the analytical essay assessment.

Unit 3: There's Been a Murder (Imaginative Written)

In a close study of the novel *Hound of the Baskervilles*, and a range of different crime stories from different contexts across the globe, they will discuss the themes and identities contained therein and create their own crime story.

Unit 4: Shakespeare (Analytical - Written)

In this unit, students will study Shakespeare's *Macbeth*, *Romeo and Juliet* or *King Lear*. They will explore representations of power within these texts and analyse language and textual features.

Assessment

Literature has four assessment pieces across the year – two analytical and two imaginative – of which two are written and two are spoken/multimodal.

Future Options

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.

Overview**What is Pre-IB English?**

Pre-IB English is a preparatory course for students that intend to study IB Language & Literature in Years 11 and 12. The course is designed to develop the skills required to critically analyse and interpret literary texts.

Why Study Pre-IB English?

Pre-IB is a rigorous course that aims to encourage students to be knowledgeable and inquiring. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attributes necessary for them to respect and evaluate a range of points of view.

Course Outline**Unit 1 Spoken/Signed Analysis: *Bran Nue Dae***

Students will evaluate visual and language features in the film 'Bran Nue Dae' and discuss global issues around colonisation and identity that are presented in the film.

Unit 2 Spoken/Signed Poetry Study: Global Issues in Poetry

Throughout this unit students explore global issues, themes and the elements of style (including literary devices such as imagery, symbolism, irony, poetic devices) in poetry. Additionally, they will study the cultural contexts in which the poems were written.

Unit 3 Written Imaginative: Works in Translation

Throughout this unit students explore texts translated from languages other than English. They take into consideration the cultural context in which they were written, time and place, themes examined and literary elements utilised. They explore short story genre elements and create an imaginative written text.

Unit 4 Written Analytical: *Julius Caesar*

Throughout this unit students explore the plot, characters, themes and the elements of style (including literary devices such as imagery, symbolism, irony and duality) in William Shakespeare's *Julius Caesar*. Additionally, they will study the cultural context in which the play was written.

Learning Experiences

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, aesthetic function of literary language and textuality, and the relationship between literature and the world. Students will explore and develop an understanding of factors that contribute to the production and reception of literary, such as:

- the creativity of writers and readers
 - the nature of the interaction with the writers' and readers'
 - the ways in which language can give rise to meaning and/or effect.
-

Preferred Pre-requisites

B in three or more subjects, including English, in Year 9. Students must be accepted into the IB Prep Programme to study Pre-IB English.

Assessment

Three written tasks and one spoken

Year 11 and 12 Options

QCAA Language and Literature

International Baccalaureate Programme

Overview**What is Year 10 General Mathematics?**

This subject is intended for students who plan to select General Mathematics in their Senior studies. General Mathematics is a formal subject with practical applications and is a suitable Mathematics preparation for many tertiary courses, especially in the Humanities fields.

Why study General Mathematics in Year 10?

Students wishing to acquire a practical basis of Mathematics but do not wish to pursue careers in the STEM fields (i.e. Science, Technology, Engineering and Mathematics) should choose Year 10 General Mathematics. This subject is sufficiently formal to provide a wide knowledge of applicable, real-life Mathematics. It is less theoretical and contains less Algebra requirement than Mathematical Methods.

Course Outline

Number and Algebra:

- Simple algebraic operations
- Simple linear and non-linear relations and applications
- Mathematical modelling in financial and other applied situations

Measurement and Space:

- Applications involving volume and surface area of composite objects
- Pythagoras' Theorem and Trigonometry
- Proportion and scale
- Apply deductive reasoning and algorithms to solve spatial problems
- Networks

Statistics and Probability:

- Apply conditional probability to solve problems involving compound events
 - Analysis of data and comparison of data distribution using various displays
 - Simple bi-variate data analysis
-

Learning Experiences

As well as formal lessons, students will have many opportunities to apply their Mathematical knowledge to practical situations. Calculating water level using geometry, determining why a survey result is biased, designing a payment schedule for mortgage payments are all examples of real-life situations for students of General Mathematics.

Preferred Pre-Requisites

Students should have at least a C+ level in Year 9 Mathematics in order to be successful in Year 10 General Mathematics. Students achieving below this standard will find General Mathematics difficult.

Assessment

Assessment comprises three supervised written tests and one problem solving and modelling task (report).

Years 11 and 12 Options

Year 10 General Mathematics is a foundation for the Years 11 and 12 subject General Mathematics. Results of Year 10 General Mathematics will be taken into consideration during the Senior study subject selection process.

Overview**What is Year 10 Mathematical Methods?**

This subject is designed for students who intend to select Mathematical Methods in Years 11 and 12.

Why study Mathematical Methods in Year 10?

Students taking this subject will follow a full course in Algebra, Trigonometry, Statistics and Probability and Pre-Calculus. The subject will prepare students for the rigour of Mathematical Methods and Specialist Mathematics.

Course Outline

Number and Algebra:

- Algebraic operations
- Expansion and Factorisation of Linear and Quadratic expressions
- Linear Relationship and Inequalities
- Solution of Quadratic Equations (incl Quadratic Formula, Completion of Squares)
- Surds and Logarithms
- Applying linear, quadratic, exponential and logarithmic functions
- Mathematical modelling in financial and other applied situations

Measurement and Geometry:

- Applications involving volume and surface area of composite objects
- Proportion and scale
- Apply deductive reasoning and algorithms to solve spatial problems
- Pythagoras' Theorem and trigonometry (including non-right-angle triangles)
- The unit circles and trigonometric functions
- Deductive geometry

Statistics and Probability:

- Apply conditional probability to solve problems involving compound events
 - Analysis of data and comparison of data distributions using various displays
 - Bi-variate data analysis
 - Permutations and combinations
-

Learning Experiences

Apart from theoretical situations, students will have the opportunities to be involved in practical experiences, including mapping, land measurement, orientation, probability experiments and periodic events.

Preferred Pre-Requisites

Students should have at least a B+ result in Year 9 Mathematics in order to be successful. Students achieving below this standard will find Mathematical Methods in Year 10 difficult.

Assessment

Assessment comprises three supervised written tests and one problem solving and modelling task (report).

Years 11 and 12 Options

Year 10 Mathematical Methods is a foundation for the subjects Mathematical Methods and Specialist Maths in Years 11 and 12. Results of students completing Year 10 Mathematical Methods will be taken into consideration during the Senior study subject selection.

Overview**What is Essential Mathematics?**

Essential Mathematics is a practical Mathematics subject which provides learning activities with real-life applications. Students will have the opportunity to gain workplace and daily life-experiences which enhance their employability.

Why study Essential Mathematics?

Students will study practical, applicable matters in Mathematics. For example, how to calculate discounts and profit, measurements and calculations for materials for home improvement, budgeting for an interstate trip, etc.

Course Outline

Number and Algebra:

- Simple and Compound Interests and Applications
- Expansion and simple factorization of expressions
- Linear Relationships

Measurement and Geometry:

- Problem Solving involving length, area and volume
- Applications of Pythagoras Theorem

Statistics and Probability:

- Two-steps chance experiments
 - Simple Probability
 - Interpretation of data and graphs
-

Learning Experiences

All learning experiences will be based on real-life situations.

Preferred Pre-Requisites

None

Assessment

Assessment comprises two supervised written tests and two problem solving and modelling tasks (reports).

Years 11 and 12 Options

Essential Mathematics students will enrol in Essential Mathematics in Years 11 and 12. Essential Mathematics provides students with the basic requirements for many Trade courses at TAFE institutions. It also enables students to satisfy the minimum requirements for the Queensland Certificate of Education.

Overview**What is Accounting?**

Year 10 Accounting gives students the opportunity to experience and prepare for Year 11 and 12 Accounting through an exposure to foundational practical and analytical financial skills. This course will provide students with the required skills to create and interpret company financial reports, set and reach effective personal finance goals, and develop solutions to complex business issues. At the end of this course, students will have key skills required for Years 11 and 12 Accounting subjects, future financial success, leadership and life.

Why study Accounting and Personal Finance?

Students who are interested in understanding key aspects of the financial world, are keen to set themselves up for future financial success, desire to know different investment strategies available to them and want practical accounting skills to assist in future roles in industry. This subject will also teach students key processes that will facilitate their engagement and understanding across the Senior Accounting and Business subjects.

Course Outline

Students will undertake the following units of study:

- Introduction to Accounting
 - Personal Finance
 - Business Productivity: Evaluating Business Performance
 - Cashflow statements and spreadsheeting
-

Learning Experiences

This course will provide students with the opportunity to understand how the effective application of key accounting procedures can lead to both personal and business financial success. It includes foundational accounting concepts such as transaction analysis and key financial statement creation, development of effective financial goals, key knowledge of differing investment strategies, spreadsheeting skills, analysis of company financials and ratio analysis.

Preferred Pre-Requisites

Previously demonstrated success in Year 9 Economics and Business or a minimum of C in English and Mathematics advised.

Assessment

Students will complete four assessment items drawn from the following instrument types:

- Multimodal Presentation – Financial goal setting and investing strategies
 - Exam - short response, extended response and practical application
 - Spreadsheeting project
-

Years 11 and 12 Options

Accounting is a foundation for the following Years 11 and 12 subjects:

- Accounting
 - Business
 - Diploma of Business
 - IB Business
-

Overview**What is Ancient History?**

Year 10 Ancient History is the foundation course for Years 11 and 12 Ancient History. Despite the achievements and progress of modern society, Ancient History reveals that many of the social, economic and political challenges we experience today have been encountered by civilisations thousands of years earlier. Ancient History will not just inform you about the past, it will also help you to understand and navigate the world in which we live.

Why study Ancient History?

The skills that you learn through the study of Ancient History will set you up for life! You will learn how to analyse, evaluate, research and communicate historical information into well-supported arguments. Of particular importance will be the development of skills that allow you to engage with original sources of historical evidence to make informed judgments. You will be fascinated by stories of ancient civilisations that reveal a surprising amount of similarities to the modern world. Through your investigations, you will question the idea of state control in pursuit of the common good, as seen in Sparta. You will reflect on the intricate details of Roman daily life that have been preserved in a time capsule at the sites of Pompeii and Herculaneum. The pharaohs of Ancient Egypt will be examined to reveal the structures and mechanism of divine kingship and its importance to the state. Finally, be confronted by the reality of Viking warfare and expansionism that challenges popular depictions. We welcome you to the passion and excitement of the Ancient History classroom!

Course Outline

Students will undertake the following units of study:

- Spartan Society: A Utopian City?
 - Reconstructing life in Pompeii and Herculaneum
 - Macedonian Society: Phillip to Alexander
 - Vikings – society, warfare and expansion
-

Learning Experiences

There is a strong focus upon the process of historical inquiry, critical use of sources and the skills of academic writing and communication – all vital for success at the tertiary level and in work.

Preferred Pre-Requisites

A minimum of a C in Year 9 History is advised.

Assessment

Students will complete four assessment items drawn from the following instrument types:

- Exam: short responses to historical sources
 - Exam: essay response to historical sources
 - Investigation: independent source investigation
 - Investigation: historical essay based on research
-

Years 11 and 12 Options

Year 10 Ancient History is a foundation subject for Years 11 and 12 Ancient History and Modern History. Students interested in Ancient History may also be interested in studying Applied Tourism.

Overview**What is Biology?**

Biology is challenging and fun, and it is important to our present and future lifestyles and the environment we live in. It helps us to understand and engage with living systems in the world around us. As a career, it offers many current and future problem-solving situations in fields such as medical, veterinary, food and marine sciences, agriculture, conservation and eco-tourism. It involves working within a local and international community of scientists.

Why study Biology?

As we live in an increasingly complex world, we need a thorough understanding of Biology and Technology. As an individual we need it to understand our health and our lifestyles. As a member of a family and a community we need it to understand the impact on living systems in the world around us. As a member of society, we need it to understand the global problems and ethical issues which will impact on our futures and be managed by our governments.

Course Outline

The course is organised around four units. Students investigate the importance of DNA and genes in controlling the characteristics in organisms and explore the ethics of genetic manipulation. Through their knowledge of genetics and inheritance, they develop an understanding of the theory of evolution by natural selection. Students will explore how biological systems are interdependent and interact with each other and the environment. They will also investigate how energy and matter move within systems and impact upon ecosystems. Throughout the course students will discuss and evaluate these topics in relation to contemporary issues in Science and society.

Learning Experiences

Through a great variety of learning experiences, you will develop:

- Scientific understanding through observation, experimentation and investigation.
 - Understanding of the nature, scope and limitations of Biology together with its incalculable effect on our lifestyle today.
 - Competence in basic laboratory skills.
 - The ability to communicate and listen more effectively and to work with others towards solving problems of mutual concern.
 - Critical thinking and scientific literacy to evaluate data, recognise misinformation and make informed decisions about real world problems.
-

Preferred Pre-Requisites

There are no pre-requisites. The study of Biology in Year 10 follows from the Science taught in Year 9.

Assessment

The assessment program is designed to measure your knowledge and understanding of Biology and the skills required to work scientifically – investigating and communicating. As well, it is designed to give you some experience in the types of assessment and standards you will experience in Senior Sciences. It will include a research task, extended experiment, data test and written test.

Years 11 and 12 Options

Year 10 Biology leads to the Senior subjects of Biology and IB Biology. These may lead to Degree courses at Universities. Biology also prepares you for further education at TAFE colleges in level I to IV Certificate courses and allows direct entry to the workforce through the Apprenticeship or Traineeship systems. Biology offers many exciting careers working in the Biological Sciences (biochemist, forensic scientists etc), Health Sciences (doctor, nurse, optometrist etc), food and marine science, and conservation and eco-system.

Overview**What is Business?**

Business gives Year 10 students the opportunity to experience and prepare for Years 11 and 12 Business, and other specialised subjects through a unique learning environment where students learn by doing. This integrated course delivers interactive experiences where students learn key business skills and strategies by creating, managing and operating a business venture. At the end of this course, students will have key skills required for Years 11 and 12 Business subjects, leadership, teamwork and life.

Why study Business?

Students who are interested in understanding the business world, are keen to be their own boss, desire practical skills and real-life experience should choose to study Business. This subject will also teach students key processes that will facilitate their engagement and understanding across Senior subjects, for example technology and communication skills. Business is a prerequisite for Years 11 and 12 Business subjects.

Course Outline

- Introduction to Business
 - Business Productivity: Workforce management
 - Business Productivity: Triple Bottom Line
 - Practical Business Project
-

Learning Experiences

This course will provide students with the unique opportunity to put business processes and concepts into action. It includes how businesses apply sustainability measures through the Triple Bottom Line, analysing and creating business financial statements, planning Human Resource functions including recruitment, performance management and separation of employees, and working on a Business project.

Preferred Pre-Requisites

Previously demonstrated success in Year 9 Economics and Business or a minimum of C in English advised.

Assessment

- Project - portfolio of works
 - Exam - short response and extended response
 - Report
-

Years 11 and 12 Options

Business is a foundation for the following Years 11 and 12 subjects:

- Business
- Diploma of Business
- IB Business

Students interested in Business may also be interested in studying Applied Tourism.

(National Training Package Code: MSF Manufacturing Training Package)**Lead RTO: Indooroopilly State High School (RTO No: 30305)****Overview****What is Certificate I in Manufacturing Pathways?**

Certificate I in Manufacturing Pathways is designed to give students essential workshop skills for future study in the area, a traineeship/apprenticeship or employment in the design, construction or manufacturing industry.

Why study Certificate I in Manufacturing Pathways?

If you enjoy practical hands-on subjects and want to learn how to make things, this is a fantastic subject to consider. You will learn how to use hand tools, power tools and machines safely to create unique timber products. This course is accessible for all students.

Course Outline

This course is designed to develop foundational manufacturing skills and knowledge through practical workshop projects and industry-based learning experiences. Students will gain experience using hand tools, power tools and machinery while applying workplace health and safety procedures, interpreting technical information, making measurements, and manufacturing timber and metal products. Students will develop the practical skills and industry knowledge required for further study and employment within manufacturing, furnishing, engineering and construction industries.

Certificate I in Manufacturing (Pathways)

- MSMPCI101 - Adapt to work in industry
- MSMPCI102 - Apply effective work practices
- MSMPCI103 - Demonstrate care and apply safe practices at work
- MSMPCI296 - Make a small furniture item from timber
- MSFFM2016 – Join solid timber
- MSFFM2013 - Use furniture making hand and power tools
- MSMOPS101 - Make measurements
- MSMOPS102 Perform tasks to support production
- PMBFIN201E - Finish products and components

Learning Experiences

Students will learn traditional woodworking techniques in conjunction with industry current processes, materials and finishes. They will gain understanding of Workplace Health and Safety procedure as they learn how to use a hand tools, power tools and machinery. There is scope for creativity as they construct a range of unique products. Moreover, they become familiar with workshop etiquette, concepts and manufacturing terminology.

Preferred Pre-Requisites

Year 9 Industrial Technology Skills

Assessment

Assessment tasks will include the completion of projects, written and practical tests and research assignments. Typical projects include:

- Cutting board
- Hardwood mallet
- Picture frame
- Japanese impossible joint

Future Options

After studying Certificate I in Manufacturing Pathways, students can continue their studies in Years 11 and 12 through Applied subjects such as Furnishing Skills, Engineering Skills and Building & Construction Skills, as well as selected vocational education and training pathways.

Certificate I in Manufacturing Pathways provides students with foundational workshop skills, industry knowledge and safe work practices that support future apprenticeships, traineeships and employment opportunities in the furnishing, manufacturing, engineering and construction industries.

Note: Students who enter a VET course after the start date may not be able to achieve the qualification but have the opportunity to negotiate a package of units that will lead to a Statement of Attainment. For further information please refer to the VET Student handbook.

Cost

Please refer to the Student Resource Scheme documentation for details of the cost.



Overview

What is AVI30419 Certificate III in Aviation?

AVI30419 Certificate III in Aviation (Remote Pilot) is the first step in training to be able to operate remotely piloted aircraft systems (RPAS), otherwise known as drones or UAVs. The course may provide the below qualifications and licences:

- AVI30419 Certificate III in Aviation (Remote Pilot);
- CASA Remote Pilot Licence (RePL)*;
- CASA Aeronautical Radio Operators Certificate (AROC)* - This is a CASA requirement to use aviation VHF radios, which are needed when flying near aerodromes and helipads. *subject to Civil Aviation Safety Authority (CASA) approval

Why study AVI30419 Certificate III in Aviation (Remote Pilot)?

This course provides students with the theoretical and practical skills of remotely piloting aircraft systems. It is essential to have this qualification for any commercial or business purposes that require RPAS. The units of competency from this certificate also translate to some of the fixed wing components found in Flight Training in Year 11 and 12.

This qualification may cover the following training and assessment plan:

Course Outline

AVI30419 Certificate III in Aviation (Remote Pilot)

- | | |
|---|--|
| • AVIF0021 - Manage human factors in remote pilot aircraft systems operations | • AVIY0031 - Apply the principles of air law to remote pilot aircraft systems operations |
| • AVIH0006 - Navigate remote pilot aircraft systems | • AVIZ0005 - Apply situational awareness in remote pilot aircraft systems operations. |
| • AVIW0028 - Operate and manage remote pilot aircraft systems | • AVIE0003 - Operate aeronautical radio |
| • AVIW0004 - Perform operational inspections on remote operated systems | • AVIW0007 - Perform aerial mapping and modelling using remote pilot aircraft systems |
| • AVIY0052 - Control remote pilot aircraft systems on the ground | • AVIY0027 - Operate multi-rotor remote pilot aircraft systems |
| • AVIY0023 - Launch, control and recover a remotely piloted aircraft | • AVIW0006 - Perform infrastructure inspections using remote operated systems |
| • AVIY0053 - Manage remote pilot aircraft systems energy source requirements | • AVIG0003 - Work effectively in the aviation industry |

Learning Experiences

Students will be provided flying activities that place the student in a number of workplace scenarios that go far beyond normal RePL training. These scenarios will allow students to experience real-life job tasks expected of unmanned pilots. The scenarios will take the student from initial flight and risk management planning, through to flying the task, and reviewing the quality of their work after landing. We also introduce aerial photography and mapping techniques, as well as CASA approved manoeuvres. There is also a strong focus on developing a student's non-technical skills, such as communication, teamwork, decision making and situational awareness.

Preferred Pre-Requisites

B in English, Maths and Science

Future Options

The demand for remote pilots with professional qualifications is growing. More and more businesses are identifying ways that drones can improve their operations and increase commercial opportunities. Students will be able to use their learning from the AVI30419 Certificate III in Aviation (Remote Pilot) to legally operate a remotely piloted aircraft. It will also allow you to fly without many of the weight or operating restrictions applied to recreational users.

Upon successful completion of all Competencies, students will be awarded 6 points towards their Queensland Certificate of Education (QCE).

Overview**What is Chemistry?**

Chemistry is challenging and fun. It investigates substances and matter that comprise the chemical world. It is important to our present and future lifestyles, medicine and the environment we live in. It helps us to understand and interact with the world around us. As a career, it offers many current and future problem-solving situations in engineering, medicine, pharmacy and sports science. This involves working within a local and international community of scientists.

Why study Chemistry?

Chemistry is often considered the 'central science'; new breakthroughs in fields such as forensics, nanotechnology, biochemistry, drug-discoveries and materials, science is all driven by Chemistry. Studying Chemistry allows students to learn about why the things around us behave the way they do. A sound knowledge of Chemistry is required to fully understand most other areas of science and a common pre-requisite for many University degrees. Most importantly, it is just so fascinating and hands on!

Course Outline

The course is organised around 4 units. Students will identify patterns in atomic structure and allow predictions of products of chemical reactions. They will represent chemical reactions using word and balanced symbolic equations. They will examine chemical reactions and ways in which rates of reactions can be changed. They will research the development of useful materials and products.

Learning Experiences

Through a great variety of learning experiences you will develop:

- Scientific understanding through observation, experimentation and investigation.
 - Understanding of the nature, scope and limitations of Chemistry together with its incalculable effect on our lifestyle today.
 - Competence in basic laboratory skills.
 - The ability to communicate and listen more effectively and to work with others towards solving problems of mutual concern.
-

Preferred Pre-Requisites

There are no pre-requisites. The study of Chemistry in Year 10 follows from the Science taught in Year 9.

Assessment

The assessment program is designed to measure your knowledge and understanding of Chemistry and the skills required to work scientifically – investigating and communicating. As well, it is designed to give you some experience in the types of assessment and standards you will experience in Senior sciences. It will include a research task, extended experiment data test and 2 written tests.

Years 11 and 12 Options

Year 10 Chemistry leads to the Senior secondary subjects of Chemistry and IB Chemistry. These may lead to Degree courses at Universities. Chemistry also prepares you for further education at TAFE colleges in level I to IV Certificate courses and allows direct entry to the workforce through the Apprenticeship or Traineeship systems.

Chemistry offers many exciting careers working in engineering, medicine, pharmacy, food technology and environmental science.

Overview**What is Chinese?**

Modern Standard Chinese (Mandarin) is the official language of China and Singapore and one of the six official languages of the United Nations. With more than one billion speakers worldwide, Mandarin is the world's most widely spoken language and an important language throughout the Asia-Pacific region. With a written history spanning more than 3,500 years, it is one of the world's oldest continuously used writing systems. Learning Chinese connects students with ancient culture and contemporary global significance.

Why study Chinese?**Develop Global Perspectives and Opportunities**

Chinese provides insight into one of the world's oldest and most influential civilisations, helping students understand diverse cultures, traditions and ways of thinking. Chinese is increasingly valued in fields such as business, technology, education, health, tourism, and international relations.

Build Communication Skills

Mandarin enables students to communicate with one of the world's largest language communities and supports future travel, study and international engagement.

Strengthen Thinking and Learning

Learning Chinese develops memory, problem-solving, critical thinking and intercultural understanding, equipping students with skills that are valuable across all areas of learning.

Course outline

The Year 10 Chinese course is built around the Australian Curriculum strands of **Communicating Meaning in Chinese** and **Understanding Language and Culture**. Students develop practical language skills while exploring the connections between language, culture and identity.

The following units will be studied:

- My Family and My Health
- My School Life
- Healthy Eating
- Celebrations and Leisure

Students engage with a variety of spoken, written and multimodal texts while developing their ability to communicate ideas, compare cultural perspectives and use Chinese in meaningful contexts.

Learning Experiences

Students participate in a range of engaging learning activities including discussions, role-plays, presentations, collaborative tasks, cultural investigations and the use of digital technologies. Learning experiences encourage creativity, critical thinking and authentic communication.

Preferred Pre-Requisites

At least two years of previous Chinese study, with a preferred minimum achievement level of C in Year 9 Chinese.

Students with no prior experience who wish to study Chinese should contact the Head of Department, Languages and Global Citizenship, to discuss suitability for the course.

Assessment

Assessment is aligned with the Australian Curriculum and may include: Listening and Reading examinations; Speaking and multimodal presentations; Written tasks such as emails, diaries and extended responses.

These assessment experiences also provide preparation for senior Chinese studies.

Future Options

Studying Chinese helps students develop the communication skills, cultural understanding and global outlook needed for future study, work and life. Students may continue their studies in Years 11 and 12 Chinese and apply their language skills across a wide range of pathways including business, commerce, law, health, science, education, tourism, diplomacy and international relations.

Overview**What is CISCO?**

Indooroopilly State High School has linked with TAFE Queensland to offer this special networking course.

Students will learn the theory and practice of constructing computer networks using data cables and network components. The course is designed by CISCO – one of the world's leading providers of networking equipment.

Why study CISCO?

The course leads to the CCNA (CISCO Certified Networking Associate) qualification – an internationally recognized standard. Students completing the course at Indooroopilly State High School can take the final qualifying exam at any Pearson Vue Testing Centre (<https://www.pearsonvue.com/>) as soon as they finish the course – giving them a valuable qualification for future employment in the IT Networking industry.

Course Outline

The course is unlike any other offered by the school;

Web based up to date online curriculum available at home via the internet and at school via our own web servers,

Hands on practical laboratory sessions with real networking equipment to put the theory of the course into practice.

Learning Experiences

This course provides students with the knowledge and hands-on skills to install, maintain and troubleshoot computer networks consisting of routers, switches, firewalls, and servers. The CCNA certification shows future employers that candidates have the necessary skills to transition into a role as a proficient ICT and network engineer.

Preferred Pre-Requisites

Students do not need any prior knowledge of networks or computing but should have a genuine interest in these as well as good problem solving and communication skills. Good results in Junior Mathematics, Science and English are generally good indicators of ability in these areas.

Assessment

Online testing and examinations served in real time from the CISCO Networking Academy Servers in the US.

Practical hands-on assessment with real equipment

Future Options

The CISCO Networking Academy Program provides an opportunity to gain a qualification that can provide entry into the networking specialist area of ICT. The CCNA exam is a solid first step towards future employment in the fields of ICT Security, Cloud, Wireless, Data Centre, and Telecoms.

Overview**What is Dance?**

People around the world dance to express their emotions, culture, identity, community, traditions and ideas. Dance expresses life experiences in ways that words cannot. Students develop technical and expressive skills in a variety of genres and styles. Students who study dance develop strong analytical, problem solving and higher order thinking skills to become creative and innovative thinkers.

Why study Dance?

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

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion.

Course Outline

- Dancing for a Living: exploring life as a professional dancer, dance writer and choreographer. This unit studies and develops knowledge of Hip Hop, Ballet and Jazz.
 - Australian Contemporary Dance: exploring the 'Australian' approach to contemporary dance through analysis and repertoire study of iconic Australian choreographers.
 - Dance on Film: exploring the relationship between movement and digital projections or film installations to produce dance films that explore issues affecting young people.
-

Learning Experiences

Students will learn to perform movements in a variety of dance techniques, how to choreograph movement in order to make meaning and to express social, personal or political issues. Students will also evaluate, interpret and analyse important historical and current dance works, including their own.

Preferred Pre-Requisites

A solid C achievement in Year 9 English is advised and completion of Year 9 Dance is recommended.

Assessment

The dimensions for Dance are: Making (Performance and Choreography) and Responding

- Students develop and demonstrate knowledge and understanding of the dance concepts and skills to interpret and communicate a choreographic intent. Tasks may include: Guest artist choreography, repertoire, teacher-choreographed sequences.
 - Students create a dance piece or segment using dance concepts and skills, as well as production elements in a particular context, genre or style. Tasks may include: Student devised choreography in groups, student directed and performed dance films. Students are marked individually within group tasks.
 - Sustained application of cognitive abilities through analysis, synthesis and evaluation of dance and production elements in the development of an extended written or spoken response. Tasks may include: Analytical essay, Multimodal presentation, Exam, Choreographic Statement.
-

Future Options

Dance is a foundation for the Years 11 and 12 subject Senior Dance. Dance offers many viable employment opportunities including professional dance company performer, choreographer, arts critic, arts administrator, dance therapist and dance educator. The skills students learn through dance reach beyond The Arts world and will support any career that values people who are creative, complex thinkers, effective communicators, reflective and independent learners and empathetic participants in a global society.

Overview**What is Design?**

Design is a subject that develops students' ability to think creatively and solve problems in response to human needs, wants and opportunities. Students learn to investigate problems, generate ideas, and communicate design solutions that consider technical, economic, social, cultural and aesthetic factors.

Through design thinking, students explore how products, services, spaces and experiences can be improved for users and communities. Design connects with a wide range of fields including architecture, engineering, fashion, graphic design, digital media, industrial design, interior design and landscape architecture.

Students develop practical skills in sketching, visual communication, digital presentation and creative problem-solving. These skills help them to communicate ideas clearly and propose purposeful solutions for real-world design contexts.

Why study Design?

Design encourages students to think critically and creatively while exploring how products, services and environments can be improved to meet the needs of people. Students develop the ability to analyse problems, generate innovative ideas and communicate solutions using a range of visual, digital and design-thinking techniques.

Through sketching, visual communication, digital technologies and collaborative projects, students investigate real-world problems and develop solutions that balance social, cultural, economic and environmental considerations. Students gain valuable skills in communication, collaboration, creativity and problem-solving that are highly transferable across a wide range of industries and professions.

Year 10 Design provides an excellent foundation for students considering Senior Design and future pathways in architecture, product design, engineering, graphic design, digital media and other creative and technical fields.

Course Outline

This course provides students with the ability to interact with different Design disciplines through the units of Foundational Drawing, Stage Design for an Artist, Biomimicry and Human Centred Design. They will Investigate and create solutions to design problems and develop skills in presenting their work through hand-drawn and digital outcomes.

Learning Experiences

Students will develop design thinking, sketching and visual communication skills through a range of practical design projects. They will investigate real-world problems, generate and refine ideas, and communicate design solutions using both hand-drawn and digital techniques.

Students will explore how design influences the economic, social and cultural contexts in which they live while developing skills in creativity, critical thinking, communication, collaboration and problem-solving. Through a range of design challenges, students will learn to work with stakeholders, evaluate design solutions and apply design thinking processes that are transferable across a wide range of industries and professions.

Preferred Pre-Requisites

Year 9 Design

Special Note – Design Software

In Design, students may be required to use Adobe Photoshop and Illustrator. The school has free student versions of all these products and students should ensure their devices are capable of running them. Students may also use their own drawing apps throughout the course.

Assessment

There will be several assessment tasks in each semester to introduce and build Senior concepts as outlined in the Senior Design curriculum. These assessment pieces will predominantly strengthen the understanding of the design process to prepare students for Years 11 and 12 Design. Assessment formats will be design projects and a design challenge

Future Options

Year 10 Design is a foundation for the Year 11 and 12 subject Design.

Cost

Please refer to the Student Resource Scheme documentation for the cost.

Overview**What is Digital Solutions?**

In this subject you will learn to design and code web sites, develop databases, create computer games, explore digital hardware, and integrate these skills while working individually and in coding pairs.

Why study Digital Solutions?

Digital Technology can start you on one of the most fascinating life pathways imaginable – the “Internet of Things” (IoT) is almost here and programmers, designers and innovators are in demand!

SS

This subject directly links to the senior QCAA Digital Solutions course.

Course Outline

Learn to program using an easy to learn computer language. Develop algorithms using the DDE (Design Develop and Evaluate) cycle to create your own Apps and Games and learn how these skills can be applied to produce quality software.

Learn how to design a user interface to be friendly, easy to navigate and fun to use. Work individually and with a coding partner to create and publish your designs.

Design a relational database system and create a website to host and interact with your database.

Learning Experiences

Students will:

- Learn to program in C#, JavaScript, PHP, HTML and SQL
 - Develop information systems
 - Create SQL databases and populate them using web forms
 - Create their own computer game
 - Work individually and in coding pairs to manage tasks and projects
 - Create simple circuits and collect environmental data using hardware sensors
-

Preferred Pre-Requisites

Preferably studied Year 9 Digital Technology and achieved at least a C standard.

A genuine interest in computer software development and good results in English and Mathematics are generally indicators of success.

Assessment

You will be assessed by project work and examination.

Overview**What is Drama?**

Drama encourages students to develop their own ideas about art, history, people and relationships, and express these through the medium of theatre. Incorporating group performance, scriptwriting, improvisation and set design. Drama invites students to be communicative, thoughtful and creative young artists who can devise, rehearse and perform their own work.

Why study Drama?

Drama allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

A course of study in Drama establishes a basis for further education and employment across many fields, both inside the arts and culture industries and beyond. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Course Outline

This course is designed to cover the following units of work.

- Commedia dell'Arte
 - Greek Theatre
 - The World of the Play
-

Learning Experiences

Collaboration and group work are the key modes of learning in the Drama classroom. The program has been written to promote the development of successful, self-directed learners who work well with others. Through authentic assessment, workshops with professional artists and analysis of live theatre events, Drama students develop evaluative and complex thinking skills. Students will learn how to discuss, develop, create and present drama for themselves and others.

Preferred Pre-Requisites

Year 9 English C grade is advised. Participation in the Year 8 course, Theatrical Movement Studies and/or Drama in Year 9 is highly recommended. Year 10 Drama is a pre-requisite for Senior Drama in Years 11 and 12.

Assessment

Drama is assessed as individual work within a group task and written responses are completed as individual. Tasks may include some of the following.

Creating and Making

- Scriptwriting
- Design tasks
- Directing tasks
- Group performance
- Scripted Drama

Exploring and Responding

- Review
 - Analytical essay
-

Future Options

Students can follow their interest in Drama through Year 10 and Senior subject offerings and from there into related University and Vocational Courses.

Studies in The Arts also benefit students who intend to work in the areas of Health, IT, Engineering, Architecture, Tourism, Business, Education and Law. Career opportunities include Primary and Secondary Drama teaching, working as a Creative Artist, Arts Administrator, Actor, Set Designer, Sound Technician, Stage Manager, Creative Writer, Lighting Designer/Operator.

Overview**What is Engineering?**

Engineering will give students the opportunity to explore and experience the essential skills and knowledge required for Years 11 and 12. By undertaking engineering projects students learn the fundamentals of engineering by applying the engineering process.

Why study Engineering?

Students who are interested the application of mathematics, science and technology, for the purposes of solving real-world problems, should choose Year 10 Engineering. It should also be considered by those who are interested in the STEM fields (including Engineering) and wish to gain a head start on the knowledge and design experience often needed for those areas at the university level. This subject is sufficiently formal to provide a wide knowledge of applicable, real-life engineering principles. A considerable amount of mathematics and science knowledge (particularly Physics) will be utilised in this course.

Course Outline**Introduction to Engineering:**

- Engineering pathways
- Forces and motion
- CAD basics
- Report writing

Liquids and Gases:

- Forces, pressure and fluid flow
- Principles of fluid mechanics
- Pumps and water lifts

Materials and Circuitry:

- Engineering materials and properties
- Net-shape manufacturing
- Circuit boards

Energy and its Engineering Applications:

- Electricity and magnetism
 - Power generation
 - Thermodynamics
-

Learning Experiences

Students will have many opportunities to apply their engineering knowledge to practical situations and problems. The design of pumps and piping components for a local water network, or the development of technology for renewable and alternative energy sources, are two specific examples of real-life problems which require engineering knowledge, and the use of the practical design process taught as part of this course.

Preferred Pre-Requisites

Students should have at least a B level in Year 9 Mathematics and at least a B level in Year 9 Science in order to be successful in Year 10 Engineering. Students achieving below these standards will find Engineering difficult.

Assessment

Assessment comprises (up to) two supervised written tests, an exam assessing students on their CAD skills, and two projects which require them to submit an 'Engineered solution' report outlining their preferred solution to a real-world problem.

Years 11 and 12 Options

Year 10 Engineering is a foundation for the subject Engineering in Years 11 and 12.

Overview**What is Economics?**

Economics is premised on the fundamental economic problem, the scarcity of resources. The scarcity of resources exists due to the unlimited wants of society with a world of limited resources. The disharmony between unlimited wants and resources highlights the importance and significance of the choices made to allocate these resources.

Why study Economics?

Studying Economics provides a foundational discipline for business, finance, behavioural analysis and related fields, equipping students with necessary analytical, problem solving and numeracy skills required within modern society. Using economics is a powerful lens through which students can elicit critical thought to understand the contemporary issues currently faced by individuals and our collective communities. Economics promotes a deeper and richer understanding of factors that drive public policy and the economic forces significantly impacting their lives, such as economic growth and environmental sustainability. Studying Economics promotes students' ability to think critically. Critical thinking facilitates and enhances students' ability to make rational, logical and unbiased decisions, leading to more comprehensive learning and understanding – a universal skill. Developing these proficiencies promotes an economic way of thinking. Positioning students to think like an economist in this way means that they are well-equipped, critical thinkers.

Course Outline

- **Markets and Models:** Students understand how the fundamental economic concepts of scarcity, choice and opportunity cost compel individuals to make decisions. This unit also studies the consequences of these decisions.
 - **Development/Population Economics:** Students will study the various issues that can stifle a country's development, overpopulation is one of these issues and will be studied in depth.
 - **Environmental economics:** This unit will focus on the topic of market failure, how the market does not 'charge' for damage to the environment
 - **Contemporary Macroeconomics:** Students concentrate on the practical application of the Australian Government's domestic macroeconomic objectives.
-

Learning Experiences

Students will develop skills in order to identify, critically analyse and evaluate contemporary key economic data, using appropriate economic models. Students will create responses to communicate economic meaning to explain, justify, recommend or to provide solutions to modern day economic problems

Preferred Pre-Requisite

Previously demonstrated success in Year 9 Economics and Business or a minimum of C in English is advised.

Assessment

Four assessment items, drawn from the following assessment instrument types:

- Examination – Combination Response
 - Examination – Extended Response to stimulus
 - Investigation – Research report
-

Years 11 and 12 Options

Year 10 Economics is a foundation subject for the Years 11 and 12 subject Economics.

Overview**What is Fashion?**

Embark on an exciting and educational journey into the world of Fashion. Students have the opportunity to explore Fashion in both theory and practice through design and construction. Throughout this course, students work independently and collaboratively to create design solutions that acknowledge the complexities of the Fashion industry, mass production of fashion with a focus on sustainability and ethics. The designing of products will respond to needs of the industry and promote preferred futures e.g. reducing textile waste and impacts on environment.

Why study Fashion?

Studying Fashion equips students with a unique blend of skills. It promotes technological and sewing proficiency, encourages innovation, entrepreneurial skills, independence, collaboration, and adaptability. Students gain foundational knowledge of design principles and fashion illustrations, explore creative sewing techniques, and learn about sustainable Fashion. They develop problem-solving skills, learn safety within a Fashion room, tools and equipment and practice both hand and machine sewing. Students are trained to identify and address potential safety hazards, making them not just good sewers, but responsible ones.

Course Outline

- Upcycling
 - Fashion illustrations and basic garments
 - Fabric testing and natural dying techniques
 - Adornments and accessories
-

Learning Experiences

Fashion Studies aims to develop the knowledge, understanding and skills to independently and collaboratively:

- Experiment with hand and machine sewing techniques
 - Analyse and make judgements on how properties of fibre influence the design and preparation of sustainable Fashion
 - Generate design ideas and connect design ideas and processes of increasing complexity and justify decisions
 - Establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes
 - Select and use appropriate technologies skilfully and safely to produce high quality designed fibre and fashion solutions suitable for the intended purpose
-

Assessment

Students are assessed under strands: Project folios, Practical work

Future Options

Fashion leads into the Applied Fashion subject in Year 11 and 12.

Fashion introduces students to careers in: Fashion design, costume and textile design, textile mechanic, textile technician, interior design, apparel and non-apparel craftsperson.

Cost

Please refer to the Student Resource Scheme documentation for the cost.

Overview**What is Media Studies?**

The media, particularly film, television and new media are our primary sources of information and entertainment. They are important channels for communication and cultural exchange. Powerful media imagery enables us to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings. The media also provides a means to connect with and learn about our own and other cultures and practices.

Why study Media Studies?

- Are you creative and experimental?
 - Do you like applying information communication technologies in interesting and entertaining ways?
 - Do you want to be an active participant in, rather than a passive consumer of, the mass media?
 - Be immersed in the creative and critical worlds of the Media. Learn how to make video products as you unpack the ways that media industries work.
-

Course Outline

Media production and use has always been an evolving field with continual changes in practices and processes. The course in Media Studies adapts to reflect changes in industrial practice.

Students will study media in units of work based around Cult Film, Advertising and National Cinema.

Students will produce the following videos:

- A short narrative piece inspired by Cult Film
 - A short advertisement promoting a product for real-world consumers
-

Learning Experiences

Students will work collaboratively and as individuals in producing short videos and completing video analysis. Theoretical understandings of key media concepts are built upon throughout the course.

Students will view a variety of films in class and are encouraged to visit cinemas as a group outside of class time. Throughout the course, students will view a variety of National, International and Hollywood films, along with television shows and advertisements.

Classes often consist of collaborative work, individual design tasks, presentations and class discussions.

Preferred Pre-Requisites

Year 9 English C grade is advised. Media Studies is the preferred pre-requisite for Film, Television and New Media in Years 11 and 12.

Assessment

Student achievement will be assessed according to the dimensions of Exploring & Responding, Developing Practices & Skills, Creating & Making, Presenting & Performing.

Future Options

If you are interested in writing, journalism, directing, photography, production, acting, editing, or the media field in general, Film, Television & New Media will open the door!

You will have the opportunity to produce audio visual texts for portfolio entry into film courses such as the AFTRS in Sydney, Griffith Film School and direct to industry. Past students have enjoyed success in nation-wide short film competitions and have been financially remunerated whilst working with outside groups. Current students have used the skills they have learned from the course to obtain part-time paid work as videographers for local companies.

Overview**What is Food & Nutrition?**

Food & Nutrition as a field of study offers students opportunities to discover and further develop their critical and creative capabilities that have an impact on people and society. Food & Nutrition studies have an impact on people by transforming, restoring and sustaining the world in which we live. Students studying a course of Food & Nutrition will engage in the development of skills relating to food and nutrition.

Why study Food & Nutrition?

The key aim of Food & Nutrition education is to study food in the context of food science, nutrition and food technologies. Students will explore the chemical and functional properties of nutrients to create food solutions that maintain a safe and sustainable food system in Australia.

Course Outline

- Consumer food safety, food spoilage and preservation
 - Protein food science
 - Carbohydrate food science
 - Fats and oils food science
-

Learning Experiences

Food & Nutrition will include regular practical work, with written research folios that support their understanding. Students will be enhancing their skills of methods of cookery as well as sensory profiling.

Preferred Pre-Requisites

Preferably studied Year 9 Food Studies

Assessment

Assessment techniques in Food & Nutrition include practical assessment and written responses composed under a variety of conditions:

- Supervised written (exams)
 - Research (project folio)
 - Performance and product (practical)
-

Years 11 and 12 Options

Year 10 Food & Nutrition is a foundation for the Years 11 and 12 subject Food & Nutrition, and Certificate II Hospitality.

Cost

Please refer to the Student Resource Scheme documentation for the cost.

Overview**What is Geography?**

Geography teaches deep knowledge and understanding about the earth's places, people, environments and societies. It helps students to understand the relationships between people and the environment. It is unique in bridging the social sciences (Human Geography) and the earth sciences (Physical Geography). Geography puts this understanding of social and physical processes within the essential context of places and regions.

Why study Geography?

Geography inspires curiosity and wonder about the diversity of the world's places, people, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Year 10 Geography will provide students with geographic literacy while fostering their desire to expand their knowledge of contemporary issues within the global community. In so doing students will be inspired to expand geographic learning in their local and global community and will help students to develop an ability to solve problems and to think critically and creatively.

Course Outline

- Environmental Change and Management – Marine Ecosystems
 - Environmental Change and Management – Inland Water
 - Global Geographies of Human Wellbeing – Development
 - Global Geographies of Human Wellbeing – Geography of Disease
-

Learning Experiences

Geography provides a meaningful framework in which you can better understand the world of which you are part. To meet the challenges of the future, Geography will teach students to be geographically informed citizens who are able to:

- Comprehend and explain geographical patterns and processes and identify relationships and implications for people and places
 - Apply geographic skills to observe, gather, organise, present and analyse data
 - Use geographic perspectives to synthesise information from analysis to propose actions as active and ethical participants
 - Demonstrate communication skills related to topics covered
-

Preferred Pre-Requisites

A minimum of a C in Year 9 Geography or Year 9 History is advised.

Assessment

Students will complete four assessment items, drawn from the following instrument types:

- Combination response content and practical skills exams
 - Investigation field report
 - Investigation data report
-

Years 11 and 12 Options

Year 10 Geography is a foundation for the Years 11 and 12 subject Geography. Students interested in Geography may also be interested in studying Applied Tourism.

Overview**What is Health?**

The subject of Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation – oriented curriculum. Students will investigate how health resources are accessed and enhanced by individuals in the community through the salutogenic (strengths-based) approach. Embedded in Health is the Health inquiry model which provides the conceptual framework for this curriculum.

Why study Health?

Studying Health will increase students' understanding of the ever-changing nature of the discipline, alongside purposeful processes and empathetic approach needed to enact change. Students will focus their curiosity to develop investigative skills required to understand complex issues and problems. These will then lead to interdisciplinary learning and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now, and in their future lives.

The study of Health will guide students to understand the difference between Equity and Equality, the link between educational outcomes and health outcomes, the role community plays in the health of individuals and society and how their peers and family can be a resource for healthy living.

The study of Health has the potential to lead passionate students to becoming change agents in the landscape of Health for future generations.

Course Outline

- Unit 1: Health Frameworks and Body Image
 - Unit 2: Community as a resource for Healthy Living: Indigenous Health and Educational Outcomes
 - Unit 3: Stress Management and Social Cognitive Theory
 - Unit 4: Peers and Family as a resource for Healthy Living and Respectful Relationships.
-

Learning Experiences

Students engage in a range of practical, collaborative and inquiry-based learning experiences that develop their understanding of health and wellbeing in contemporary contexts. Learning experiences encourage students to investigate real-world health issues, analyse evidence, apply health concepts, and evaluate strategies that promote positive health outcomes for individuals and communities.

Across the course, students participate in class discussions, case study analysis, research tasks, collaborative learning, reflection activities, and application of health frameworks to authentic scenarios. Students develop skills in critical thinking, decision-making, communication, advocacy and health literacy while exploring factors that influence health behaviours and wellbeing.

Learning experiences are designed to prepare students for senior Health studies by building confidence in analysing health information and applying theoretical concepts to everyday and community health contexts.

Preferred Pre-Requisites

C in Year 9 HPE is advised.

Assessment

Students will be assessed on the following criteria:

- Analyse the Health determinants using the 'River of life' analogy
 - Evaluate and reflect on the strengths and limitations within a Health Promotion Strategy using 'RE-AIM' (Reach, Effectiveness, Adoption, Implementation and Maintenance).
 - Justify using credible evidence
-

Years 11 and 12 Options

Year 10 Health is a foundation subject for the Years 11 and 12 subject Health.

Future Options

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventative health agenda is future-focused to develop 21st Century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

Possible career pathways include:

- Health and Allied Health- physiotherapist, occupational therapist, exercise physiologist, speech pathologist, dietician, radiographer
- Medicine and Nursing- doctor, nurse, paramedic, midwife
- Public and Community Health- public health officer, health promotion officer, community development work, health educator
- Education and Youth Services- teacher, guidance officer, youth worker, wellbeing coordinator
- Sport and Exercise- sport scientist, strength and conditioning coach, exercise specialist, recreation officer
- Mental Health and Human Services- psychologist, counsellor, social worker, support worker
- Government and Policy- health policy advisor, health researcher, public sector roles
- Emergency and Protective Services- ambulance services, defence health services, emergency management
- Research and Health Sciences- medical researcher, epidemiologist, health data analyst

Year 10 Health helps students build a strong understanding of contemporary health issues and provides an excellent foundation for senior secondary studies and further education in health-related fields.

Overview

What is Industrial Technology Skills?

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills through practical projects and manufacturing tasks. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Pathways

A course of study in Industrial Technology Skills provides a foundation for further study in Engineering Skills, Building & Construction Skills and Furnishing Skills. Students develop practical skills and industry knowledge that support future apprenticeships, traineeships and employment opportunities in engineering, manufacturing, building and construction industries.

Students who successfully completed the Year 10 Industrial Technology Skills course are eligible to receive 2 Queensland Certificate of Education (QCE) credits. These credits can contribute towards the attainment of the QCE while providing valuable experience in senior Applied subject learning.

Objectives

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures

Structure

Industrial Technology Skills is a two-unit course of study. Students enrolled in Year 10 Industrial Skills complete QCAA Units 1 and 2 of the Senior Industrial Skills Syllabus.

Unit option	Unit title
Unit option I	Sheet Metal Working (Engineering Skills)
Unit option E	Construction in the Commercial Building Industry (Building & Construction Skills)

Assessment

Students complete four assessment tasks in Year 10 of a Senior Syllabus.

The assessment techniques used in Industrial Technologies Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration and reflect on industry practices, production skills and procedures.	Practical demonstration The skills and procedures used in 3–5 production processes Documentation Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media

Project	Students manufacture or construct a product and document the production process.	Product One completed engineering and one construction product manufactured using the skills and procedures in 5–7 production processes. Production process: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media.
---------	--	---

Overview**What is Legal Studies?**

Legal Studies provides you with an understanding of your legal rights and responsibilities. You will develop an understanding of the ways in which the legal system can affect the lives of Australian citizens, and how it affects your rights and responsibilities. As a member of the Australian community, it is important you know and understand the impacts that legal decisions can have on society and how diverse groups influence and are influenced by the legal system. Importantly, you will learn about your legal obligations to the society in which you live and the individual rights and freedoms of those living in a democracy.

Why study Legal Studies?

Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. Through inquiry, analysis, examination and problem solving, students can make decisions which may benefit themselves and the community now and in the future. The immediate relevance of Legal Studies to students' lives should promote and motivate students to make constructive judgments and informed commentaries on the law, its system and processes, from practical and critical social perspectives. Students examine and justify their own opinions and attitudes to legal and social issues needing resolution, preparing them to participate in society as active and informed citizens.

A course of study in Legal Studies can establish a basis for further education and employment in many fields including law, government, international relations, law enforcement, criminology, justice studies, social work, corrective services, business, education, economics and politics.

Course Outline

- Australia and the Law
 - Criminal Law
 - Human Rights and International Law
 - Civil Law
-

Learning Experiences

In Legal Studies, students develop an understanding of the ways in which the legal system can affect the lives of Australian citizens. By examining historical and social factors that have led society to create a legal system, students develop knowledge and understanding of the frameworks which regulate and shape our society. By analysing Australian and international legal systems, students consider the impacts that legal decisions can have on Australian society and how diverse groups influence and are influenced by the legal system.

Preferred Pre-Requisites

A minimum of a C in Year 9 English is advised.

Assessment

- Examination – Combination Response
 - Investigation – Inquiry Report
 - Investigation – Analytical Essay
 - Examination – Combination Response
-

Years 11 and 12 Options

Year 10 Legal Studies is a foundation for the Years 11 and 12 subject Legal Studies.

Overview**What is Modern History?**

Year 10 Modern History is the foundation course for Years 11 and 12 Modern History and Years 11 and 12 Ancient History. We live in times of enormous social, economic and political change. Modern History will not just inform you about the past, it will also help you to understand and navigate the world in which we live.

Why study Modern History?

Modern History helps students understand how past events have shaped the world we live in today. In Year 10, students explore major movements and turning points, including the French Revolution, feminism and LGBTQIA+ rights, civil rights movements, and World War II. These topics highlight the fight for equality, freedom, and justice across different times and places. Through engaging case studies, students develop critical thinking skills, learn to analyse change, and make connections between history and contemporary issues—making this subject ideal for those curious about people, power, and progress.

Course Outline

Students will undertake the following units of study:

- French Revolution
 - Feminism and LGBTQIA+ Rights
 - Civil Rights Movements
 - Turning Points in History – World War II
-

Learning Experiences

There is a strong focus upon the process of historical inquiry, critical use of sources and the skills of academic writing and communication – all vital for success at the tertiary level and in work.

Preferred Pre-Requisites

A minimum of a C in Year 9 History is advised.

Assessment

Students will complete four assessment items drawn from the following instrument types:

- Exam – short responses to historical sources
 - Exam – essay response to historical sources
 - Investigation – independent source investigation
 - Investigation – historical essay based on research
-

Years 11 and 12 Options

Year 10 Modern History is a foundation subject for Years 11 and 12 Modern History and Ancient History. Students interested in Modern History may also be interested in studying Applied Tourism.

Overview**What is Music?**

Music has influenced peoples' lives since the beginning of time and is a language understood throughout the world. It has the ability to lift your spirits when you are feeling down or move you to tears.

Why study Music?

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening (attending concerts, streaming), performing (learning an instrument, playing in a band, singing in a group) or composing (writing popular songs), or incidentally encountering music (riding in lifts, watching TV, using a mobile phone), students have an individual experience of music.

Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual. A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures.

Join Music and learn how to write and play your own songs, explore different music styles and make music with your friends. While extending your practical skills, this subject will introduce you to the way that music has been used and enjoyed by people in a range of times and places.

Course Outline

Students will develop their understanding of Music through the study of the following units of work:

- Universal Building Blocks
- Beyond Borders: Music Around the World
- Sounds Australian: What is Australian music?

Students will also learn about traditional forms of music. In each unit students will engage in composition, performance and analysis activities.

Learning Experiences

Students will be engaged in both theoretical and practical learning experiences. In order to develop well rounded musicians, students will participate in aural and composition activities. Students will also work in small ensembles and individually to rehearse and perform self-devised work and the compositions of others.

Preferred Pre-Requisites

Students should have demonstrated an interest in music and be able to play an instrument or sing. While not essential, it is highly beneficial for students to be able to read music. It is recommended that students have participated in Year 9 Music. Year 10 Music is a recommended choice for students wishing to study Years 11 and 12 Music.

Assessment

Students will be assessed under three criteria for each Unit of work:

- Analysis and evaluation of music in various styles,
 - Performing within a small group, and/or individually
 - Composing/Arranging short musical works.
-

Future Options

Future career options include being a musician, a teacher or working in the music industry. However, for many students, music is a recreational pursuit which remains with them for the rest of their lives.

Overview**What is Psychology?**

Psychology is the scientific study of human behaviour and underlying cognitions. The discipline requires research skills to experiment and test theories to gain further knowledge on the wide-ranging influence of human emotion, personality, intelligence, memory, perception, cognition, attention and motivation.

Why study Psychology?

Studying Psychology provides a foundational discipline for understanding individuals and groups. It offers an exploration of how people think, feel, behave and function. The study of research methods in Psychology ensures students can measure and test a variety of theories in a safe and ethical manner. Students engage in contemporary philosophical debates and evaluate their impact on Psychology. The biological basis for behaviour is critically evaluated and explored through the role of the brain and bodily systems. Students develop key understandings of the development changes across the lifespan. Social influences on individual behaviour are investigated.

Psychology is a highly engaging and academically rigorous subject, which provides students with the opportunity to critically evaluate and understand human behaviour. It positions the students to develop their 21st century skills of collaboration, critical thinking, communication, and personal and social skills. The development of these skills ensures that students accept that Psychology is a Science as human endeavour.

Course Outline

- Intro to Psychology, consciousness and attention. - What is Psychology and how do we measure psychological phenomenon?
 - Cognitive development – How does human behaviour and mental processes develop across the lifespan?
 - Clinical Psychology – How is psychology used to monitor and assess human behaviour?
 - Emotion and Motivation – Why do humans behave in different ways and experience emotions?
-

Learning Experiences

Students will develop skills to critically analyse valid and reliable psychological research and understand theories, models, concepts and systems in Psychology. Students will create responses to communicate their psychological research to explain, analyse, interpret and evaluate psychological theories, data and concepts.

Preferred Pre-Requisite

C in Year 9 Science, Maths and English advised.

Assessment

Four assessment items, drawn from the following assessment instrument types:

- Research investigation
 - Exams
 - Student Experiment
-

Years 11 and 12 Options

Year 10 Psychology is a foundation subject for the Years 11 and 12 subject Psychology.

Overview**What is Physical Education?**

Physical Education provides students with an opportunity to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. It promotes students to make informed choices and to advocate for their own and other's health, safety and wellbeing. Physical Education creates opportunities for regular physical activity participation and allows development of movement skills, concepts and strategies in a confident, competent and creative way.

Why study Physical Education?

These individuals, growing up in an increasingly complex and rapidly changing world, it is critical for them to have the skills to flourish as a healthy, safe, active and informed citizen. Physical Education will provide them with the skills to develop their ability to respond and adapt to arising health issues/concerns and evolving physical activity options.

Physical Education provides students the opportunity to make informed decisions about:

- Factors that influence participation and engagement in physical activity.
 - Movement and performance, and the dispositions that support lifelong physical activity participation and enhanced movement performance.
 - Factors that influence the effectiveness of movement performance.
-

Course Outline

- Integrity in Sport – investigating socio-cultural issues such as Drugs in Sport; Violence in Sport
 - Enhancing Performance – exploring exercise physiology concepts - fitness components, training principles, training methods and energy systems
 - Functional Anatomy, Biomechanics and Motor Learning – motor learning concepts, biomechanical analysis, Newton's Laws of motion and anatomy – bones and muscles
 - Winning Edge – sports psychology concepts and principles - feedback, motivation, arousal & mental training strategies
-

Movement and Physical Activity Units

- Netball
 - Athletics (does not count toward assessment)
 - Touch Football
 - Badminton (does not count toward assessment)
-

Learning Experiences

Physical Education aims to enable students to: demonstrate recognition and appropriate explanations of relevant concepts and principles, appropriate analysis of relevant data and to evaluate and justify the effectiveness of strategies relevant to the unit of work. Students will also demonstrate competent movement sequences, strategies and body and movement concepts in authentic performance environments.

Preferred Pre-Requisites

C in Year 9 HPE is advised.

Assessment

Students will be assessed on both the practical and theoretical components of the subject. Students will also be required to work individually and as part of a team.

- **Practical assessment:** Demonstration of specialised movement sequences and movement strategies, and application of body and movement concepts in authentic sporting environments.
 - **Theoretical assessment:** The theory assessment will encompass a range of techniques including exams, reports, essays, and multimodal presentations.
-

Years 11 and 12 Options

Physical Education is a foundation for the Years 11 and 12 subject Physical Education

Overview

What is Physical Education – High Performance Basketball?

Physical Education – High Performance Basketball is a program designed for students in Years 9 and 10 who demonstrate strong interest, enthusiasm, and talent in basketball. The program aims to provide specialised opportunities for students to excel in the sport while gaining foundational academic knowledge in areas such as sports psychology, functional anatomy, biomechanics, and exercise science. Students will experience expert coaching and integrated theoretical study in preparation for senior Physical Education subjects and elite sports pathways.

Why study Physical Education – High Performance Basketball?

This course is designed for students aspiring to compete and perform at a high level in Basketball. It provides access to:

- Advanced coaching and gameplay strategies
- Strength and conditioning education
- Insights from sports psychology and ethical sport participation
- Foundational units in anatomy, biomechanics, and exercise prescription
- Officiating accreditation via Basketball Queensland courses
- Representation opportunities at CBSQ and other competitions

Course Outline

The course follows the syllabus for the Physical Education Preparation subject. The content and assessment methods are designed to prepare students for Year 11 and 12 Physical Education. The course is made up of year 9 and year 10 students based on team composition for basketball competitions.

Year 10 2027

Unit 1 (20 weeks)

- Enhancing Performance – Exercise Physiology and prescription
- Injury prevention
- With Athletics
- With Basketball

Unit 2 (20 weeks)

- Integrity of Sport – Sociology and ethics in sport
- Team dynamics and nature of basketball subcultures
- With Basketball

Preferred Pre-Requisites

Satisfactory results in Year 8 Health and Physical Education and/or English

Selection Process

- Entry is by application and trial
- Students are assessed on basketball ability and alignment with the Player Code of Conduct

Entry Requirements

- Students applying for Physical Education - High Performance Basketball must demonstrate sporting ability or potential, and must satisfy high standards in behaviour, attendance and academic participation.
- Applicants must complete and submit [the High Performance Basketball application form](#) by 3pm Friday 31st July. If shortlisted, students will be invited to attend a try-out session.



Learning Experiences

Students will:

- Engage in specialist basketball training sessions during school hours
- Study theoretical content from the Physical Education syllabus
- Participate in friendly matches and competitive fixtures (e.g. CBSQ)
- Undertake officiating training to gain Basketball Queensland accreditation
- Develop leadership and teamwork through integrated classroom and practical learning

Assessment

Assessment in the Physical Education - High Performance Basketball program mirrors the structure and standards of the QCAA Senior Physical Education syllabus to prepare students for Years 11 and 12. Students will engage in a combination of physical performance tasks and theoretical investigations. These include the application of physical strategies in game-play contexts, supported by data collection and movement analysis using biomechanical principles. Theoretical components will require students to analyse performance, evaluate training and tactical decisions, and make justified recommendations for improvement using evidence-based frameworks. Assessment tasks will include a mix of written and multimodal responses, with an emphasis on integrating knowledge from sport psychology, exercise physiology, and ethics in sport. This approach ensures students are equipped with the analytical and communication skills required for success in senior Physical Education.

Future Options

Successful completion of Physical Education - High Performance Basketball Year 9 and 10 leads to Senior Physical Education (ATAR), Certificate III Fitness/Cert II Sport and Recreation, Applied Sport and Recreation.

Beyond schooling, the intent of this course is to expose students to the wide range of careers connected to sport. This includes opportunities in playing, coaching, and officiating, as well as roles in sports administration, allied health, sport science, physiotherapy, and education. Through a combination of high-performance training, theoretical learning, and authentic sport experiences, students will gain valuable insights into the demands and possibilities of careers in and around the sporting industry.

Cost

There is a fee to participate in the High Performance Basketball Program. Please refer to the Basketball Aspire fees for further details.

Overview**What is Physics?**

Physics can be both challenging and fun. It investigates the nature and properties of matter and energy. It is important to our present and future lifestyles, medicine and the environment in which we live in. It helps us to understand and interact with the world around us. As a career, it offers many current and future problem-solving situations including engineering, medicine and technology, and often involves working within a local and international community of scientists.

Why study Physics?

As we live in an increasingly complex world, we need a thorough understanding of physics and technology. As an individual we need it to understand our health and our lifestyles. As a member of a family and a community we need it to understand the impact of technology on our lives. As a member of society, we need it to understand the global problems and ethical issues which will impact on our futures and be managed by our governments.

Course Outline

The course is organised around 4 units: Motion, Energy, Astronomy and Electricity. Students will explore the motion of different objects and apply the laws of physics to describe motion. They will solve problems derived from Newton's laws of motion and apply understanding to analyse motion in familiar applications. They will explore the conservation of energy and energy force relationships and evaluate energy and force changes in interactions such as car crashes and pendulum motion. They will study the lifestyle of stars and calculate astronomical distances in space. They will construct electrical circuits and perform simple circuit calculations. They will investigate solar cells and practical applications.

Learning Experiences

Through a great variety of learning experiences you will develop:

- scientific understanding through observation, experimentation and investigation;
 - understanding of the nature, scope and limitations of Physics together with its incalculable effect on our lifestyle today;
 - competence in basic laboratory skills;
 - the ability to communicate and listen more effectively and to work with others towards solving problems of mutual concern.
-

Preferred Pre-Requisites

There are no pre-requisites. The study of Physics in Year 10 follows from the Science taught in Year 9.

Assessment

The assessment program is designed to measure your knowledge and understanding of Physics and the skills required to work scientifically – investigating and communicating. As well, it is designed to give you some experience in the types of assessment and standards you will experience in Senior sciences. It will include a research task, student experiment, data test and written test.

Years 11 and 12 Options

Year 10 Physics leads to the Senior secondary subjects of Physics, and IB Physics. These may lead to Degree courses at Universities. Physics also prepares you for further education at TAFE colleges in level I to IV Certificate courses and allows direct entry to the workforce through the Apprenticeship or Traineeship systems.

Physics offers many exciting careers working in the Physical Sciences (astronomer, engineer, sound technician etc), Health Sciences (doctor, nurse, optometrist, radiographer etc), engineering and technology.

Overview**What is Science?**

Science is challenging, fun, and rewarding. It helps us to understand and interact with the world around us. As a career, it offers many current and future problem-solving situations including engineering, medicine, and technology. Working in science often requires collaborating with local and international communities of scientists.

Why study Science?

Science provides students with an opportunity to experience a wide variety of scientific disciplines. Understanding science helps us navigate the increasingly complex world that we live in. Individually, we need it to make informed decisions about our health, lifestyle, and behaviour. As a community, we need it to address local challenges. As a member of society, we need it to understand and influence the decisions made by our governments.

Course Outline

The course is organised around seven units: Genetics, Evolution, Chemical Patterns & Trends, Chemical Reactions, Motion & Energy, Psychology, and Global & Universal Systems. Each unit will be taught in a multi-disciplinary fashion.

Students will learn about heredity, genetic diversity, and evolution by natural selection. They will learn about patterns and trends in the periodic table, chemical reactions, and the effect of changing reactant conditions. They learn how to explain Newton's laws describe motion and apply them to make predictions. They will learn about human consciousness and attention. They will learn to describe the evolution of the universe and describe global climate trends.

Learning Experiences

Through a great variety of learning experiences, you will develop:

- Scientific understanding through observation, experimentation, and investigation;
 - Understanding of the nature, scope, and limitations of Science together with its incalculable effect on our lifestyle today;
 - Competence in basic laboratory skills;
 - The ability to communicate and listen more effectively and to work with others towards solving problems of mutual concern.
-

Preferred Pre-Requisites

There are no pre-requisites. The study of Science in Year 10 follows from the Science taught in Year 9.

Assessment

The assessment program is designed to measure your knowledge and understanding of Science and the skills required to work scientifically – investigating and communicating. As well, it is designed to give you some experience in the types of assessment and standards you will experience in Senior sciences. It will include a research task, student experiment, data test, and written test.

Future Options

Year 10 Science leads to the Senior secondary subjects of Biology, Chemistry, Physics, Psychology, and Science in Practice. Science also prepares you for further education at TAFE colleges in level I to IV Certificate courses and allows direct entry to the workforce through the Apprenticeship or Traineeship systems.

Science offers many exciting careers in the Biological Sciences (biochemist, forensic scientist etc,) Chemical Sciences (engineering, medicine, pharmacy, etc) Health Sciences (doctor, nurse, optometrist, etc), and Physical Sciences (astronomer, engineer, sound technician, etc).

Overview

What is Spanish?

Spanish is one of the world's most widely spoken languages, with more than 500 million native speakers and over 595 million speakers globally. It is the official language of 21 countries across Europe and the Americas and plays an important role in international communication, business, tourism and culture. Learning Spanish provides access to diverse cultures, histories and perspectives while developing skills that are increasingly valuable in a connected world.

Why study Spanish?

Spanish offers a dynamic and engaging learning experience, fostering development in reading, writing, listening, and speaking. In an increasingly globalised society, the ability to communicate in an additional language enhances both personal and professional opportunities worldwide. Explore other ways of life, see the world from different perspectives, and become active global citizens.

Opportunities in Employment, Study, Travel and Tourism: Spanish is the official language of 21 countries, spanning Europe, North America, and Central and South America. Proficiency in Spanish opens doors to travel, international study programs, and employment in a variety of sectors across these culturally and historically rich regions. Employers value the communication skills, adaptability, and cultural understanding that come with language learning. Learning Spanish offers access to a vast and diverse cultural heritage.

Personal Development: The study of Spanish contributes meaningfully to the development of key skills including communication, intercultural understanding, cognitive growth, and literacy. It enhances critical and creative thinking and strengthens intellectual and analytical capabilities—skills that are increasingly essential in both academic and professional contexts.

Course Outline

The Year 10 Spanish course is built around the Australian Curriculum strands of **Communicating Meaning in Spanish** and **Understanding Language and Culture**. Students develop their ability to communicate effectively while exploring the relationship between language, culture and identity. The following units will be studied:

- **¿Cómo va todo?** – wellbeing, learning Spanish and giving advice
 - **Mi casa es su casa** – homes, lifestyles, food and recipes
 - **Me gustaría saber más** – experiences, travel, preferences and opinions
 - **¡Qué momento tan inolvidable!** – stories, historical events and Hispanic identities
-

Learning Experiences

Students participate in a variety of interactive learning experiences including conversations, collaborative tasks, presentations, cultural investigations and digital learning activities. Through these experiences, students develop fluency, accuracy and confidence while exploring perspectives from across the Spanish-speaking world.

Preferred Pre-Requisites

At least two years of previous Spanish study, with a preferred minimum achievement level of C in Year 9 Spanish.

Students with no prior experience who wish to study Spanish should contact the Head of Department, Languages and Global Citizenship, to discuss suitability for the course.

Assessment

Assessment is aligned with the Australian Curriculum achievement standards and provides opportunities for students to demonstrate their language skills and intercultural understanding through a variety of task types.

Assessment may include: Examinations, Spoken interactions, Multimodal presentations, and Extended written responses.

These tasks assess students' ability to analyse, interpret, and create texts in both Spanish and English.

Future Options

Year 10 Spanish provides a strong foundation for further study in Senior Spanish and the International Baccalaureate Diploma Programme. Spanish language skills can expanded opportunities for work and study across all fields.

Note: Students who have completed the Spanish Immersion Program (Years 7–9) may be eligible to commence Senior Spanish studies in Year 10. Refer to the Senior Spanish subject information for further details.

Overview

Sport and Recreation?

Year 10 Sport and Recreation is a subject modelled on the Senior Applied Sport and Recreation syllabus facilitating insight into the Vocational and Non-ATAR Applied pathways that the HPE department provides. The subject provides students with valuable opportunities to learn in, through and about sport and recreation activities within their local communities and their personal lives.

Why study Sport and Recreation?

Sport and Recreation is offered for students who are seeking to develop skill sets that are job ready for the Sport Fitness and Recreation industries and do not plan on following a Year 11 and 12 Physical Education pathway. Blended movement and physical activity and theoretical learning environments will enhance the growth of personal and interpersonal skills developing an understanding of industry ready work practices.

Embedded within Term 3 and 4 students will also complete Officiating and Coaching shorts courses facilitated through our RTO partner Binnacle Training (RTO code 31319). From these short courses, students may receive up to 2 QCE points.

Delivered in conjunction with Binnacle Training (RTO No: 31319)

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 as an RTO provides, and those services carried out by the School as Third Party (i.e., the facilitation of training and assessment services). To access Binnacle's PDS, please visit: <https://www.binnacletraining.com.au/product-disclosure-statement/>

LANGUAGE, LITERACY, NUMERACY AND DIGITAL LITERACY SKILLS

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

THIRD PARTY SERVICES STATEMENT

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

Course Outline

- Unit 1: Sports Administration and Event Organisation with European Handball
- Unit 2: Recreation in the Community with Futsal
- Unit 3: Officiating (2 Unit Short Course)
- Unit 4: Coaching (2 Unit Short Course)

• Unit 3: Officiating (2 Unit Short Course)	• Unit 4: Coaching (2 Unit Short Course)
• Legal and Ethical Responsibilities of an Official • Physical and Mental Preparation for Officiating • Behaviour and Communication Expectations of an Official	• Beginning Coaching Principles • Communicating and Collaborating in a Sport Environment
Programs: • Officiate Sporting Competitions	Programs: • Deliver Coaching Sessions

Learning Experiences

You will learn to:

- Promote of safety in sport and active recreation activities
- Implement technology in sport and active recreation activities
- Use ideas and information to influence audiences
- Examine how the sport and recreation industry contributes to individual and community outcomes

Preferred Pre-Requisites

C in Year 9 HPE is advised.

Assessment

You will undertake two (2) assessment pieces, One (1) Project and one (1) Investigation in Unit 1 and 2 respectively. Additionally, students will complete the Coaching (2 Unit Short Course) and Officiating (2 Unit Short Course) through our RTO Binnacle Training gaining the following competencies which are conditional upon student course completion:

Officiating

- SISSSOF001: Work as an official in sport
- SISSSOF003: Officiate sport competitions

Coaching

- SISSSC0009: Work collaboratively with others in a sport environment
 - BSBCMM211: Apply communication skills
-

Years 11 and 12 Options

Sport and Recreation is a foundation for the Years 11 and 12 subjects Certificate III in Fitness, and Sport and Recreation.

Overview**What is Visual Art?**

In Year 10 Visual Art students investigate historical and contemporary artists and their work from across a range of cultures and societies to enhance their ability to critically analyse and evaluate art.

Visual Art is also about communicating ideas and emotions through the use of different media. Visual Art in Year 10 exposes students to the many forms that visual communication can take.

Course Outline

A skilled base approach to the two units of work reinforces the elements and principles of design through the application of various concepts. With the foundation skills of the previous year at their disposal, students begin to develop greater freedom in the expression of their own ideas in Visual Art, building on their personal aesthetic, ready for Senior Visual Art or an artistic pathway.

Units include:

- Reality – studies in Modernism through drawing, photography, collage and sculpture and a Visual Diary
 - Surrealism – studies in Surrealism through drawing, painting and sculpture and a Visual Diary
-

Learning Experiences

Students will learn to draw, paint and work individually to complete skills-based units. In combination with these practical experiences, students will develop critical and creative thinking skills, learn about Art History and theory and be assessed through extended pieces of writing which include analysis. Students will also discuss their ideas about Visual Art with others.

Preferred Pre-Requisites

It is highly desirable that students have participated in the Year 9 Visual Art course. It is also recommended that students have demonstrated an interest in Visual Art.

Assessment

All units have a balance of practical, theoretical and historical aspects in the subject matter in order to prepare students for their work in Years 11 and 12. A wide variety of assessment items is used to monitor students' progress. These include:

- Practical Work
- Visual Diary
- Analytical Essay
- Multimodal Presentation

To achieve high results in Visual Art, students need to participate successfully in both practical and theoretical aspects of the subject.

Future Options

The Year 10 course prepares students for the Visual Art course in Years 11 and 12, Certificate II in Visual Art or Design.

Studying The Arts leads towards diverse pathways and if students are interested in Visual Art or Design in a commercial or creative industries field, these subsequent courses provide the opportunity to put together a folio of work for presentation to employers or for University entrance requirements.



INDOOROOPIILLY
STATE HIGH SCHOOL

YEAR 10

COURSE OF STUDY

**PROGRAMS OF
EXCELLENCE**

Overview**What is Chinese Acceleration?**

Chinese Acceleration provides Chinese background speakers and Chinese Acceleration Program (Years 7-9) graduates the opportunity to accelerate their Senior Chinese study by beginning the Senior Syllabus in Year 10. Students are able to complete the Senior Chinese syllabus by the end of Year 11 and in Year 12 have the opportunity to continue their Chinese study through the Chinese Extension subject and by applying to study Chinese units at local universities through their extension programs (such as UQ's Enhanced Studies Program or Griffith's Head Start Program).

Why study Chinese Acceleration?

Having completed the Chinese Acceleration Program or being a background speaker, students will be highly proficient in Chinese. By undertaking Chinese Acceleration, you will be able to fast track your study of Chinese and further develop your linguistic competence. This pathway allows students to opportunities to accelerate their language study and provide increased opportunities in Year 12. Chinese (Mandarin) is a language of global significance, connecting over a billion speakers worldwide and serving as a vital bridge for cultural understanding, international business, diplomacy, and innovation in an increasingly interconnected world.

Course Outline

The course follows the syllabus for the Chinese Senior subject, and the content is organised around four Units. The purpose of learning Chinese is to develop effective communication skill. Students develop their communication skills in speaking, listening, reading and writing. By learning Chinese, you apply these skills to develop competence communicating in real-life contexts such as work, study and travel. The acceleration pathway provides students with the opportunity to enhance their Chinese language skills.

Preferred Pre-Requisites

Background Chinese speaker, or Chinese Acceleration Program (Years 7-9) graduate with a B or higher overall mark in Year 9 in Chinese.

Learning Experiences

As students have highly developed language skills, they are able to undertake the Year 11 Chinese Subject content in Year 10 through an accelerated pathway.

Assessment

Assessment follows the same format as the QCAA Syllabus for Chinese V1.2 (refer to the information for the Chinese Senior subject).

Future Options

Students who complete Chinese Acceleration will be well prepared to continue their studies in Year 11 through the QCAA Chinese general Senior subject syllabus. This pathway supports students in achieving a high level of proficiency and confidence in Mandarin, opening opportunities to apply their skills in a global context.

Students may also choose to pursue Chinese within the International Baccalaureate Diploma Programme through Mandarin B Higher Level, maintaining and extending their advanced language skills. In Year 12, eligible students can apply to study a university-level Chinese course through programs such as the University of Queensland's Enhanced Studies Program (ESP) or Griffith University's Head Start Program, which can provide benefits including bonus ATAR rank points, course credits, and guaranteed entry pathways to participating universities.

Studying Chinese gives you a powerful advantage in an increasingly global world. It enhances your career prospects in diverse fields such as international business and trade, education, translation and interpreting, media and journalism, multinational corporations, tourism, research, and diplomacy. Proficiency in Mandarin empowers you to build connections, understand new perspectives, and actively contribute to our global community.

Overview**What is Maths & Engineering Acceleration?**

Mathematics & Engineering Acceleration is a specialist study program the goal of which is to complete the Maths component of Senior study (which incorporates Mathematical Methods) in 5 years. During Year 12, students will have the option to study a university subject, select an additional Senior subject or take a study line.

Why study Maths & Engineering Acceleration?

Mathematically talented students require a challenging environment in which to perform to the best of their ability. The Maths & Engineering Acceleration program offers those students the challenge and rigour required.

Course Outline

On graduating from the Junior Secondary Maths and Engineering acceleration program in Year 9, students will have completed Years 7 – 10 Australian Curriculum Mathematics. They now follow the QCAA Mathematical Methods Syllabus (refer to the information for Senior Mathematical Methods), joining a Year 11 Mathematical Methods class in Year 10 and completing their Senior Mathematical Methods studies in Year 11.

Learning Experience

In addition to the regular 3 lessons per week, students will be encouraged to participate in a range of Maths co-curricular activities. The Australian Maths Trust Enrichment programs and the Queensland Association of Maths Teachers problem solving competition are some of these activities.

Pre-Requisite

Mathematics & Engineering Program of Excellence (Years 7-9) graduate.

Assessment

Assessment follows the same format as the QCAA Syllabus for Mathematical Methods (refer to the information for Senior Mathematical Methods)

Future Options

Students have the opportunity to participate in the elective subject Engineering in Years 10, 11 and 12. They will have an excellent grounding for Specialist Mathematics in Senior study. All of this will provide a solid platform to work towards their future career in any Maths, Science and Technological field.

Overview**What is Music Acceleration?**

Music Acceleration is a specialist study program, the goal of which is to complete the Music component of Senior study in 5 years. The course will allow students to extend their knowledge of music and develop skills in communication, collaboration and other vital 21st century skills. During Year 12 students will have the option of studying Music Extension, take a study line or take up a University pathway subject.

Why study Music Acceleration?

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening, performing or composing, or incidentally encountering music (riding in lifts, watching TV, using a mobile phone), students have an individual experience of music.

Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual. A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures.

Course Outline

The course follows the syllabus for the Music Senior subject, and the content is organised around four Units. Students who successfully complete the Junior Secondary Music Acceleration Program will complete their Senior Music studies in Year 11 and may choose to study Music Extension in Year 12.

Learning Experiences

The Music Acceleration program is an intensive course that provides students with the opportunity to extend upon their highly developed music knowledge and performing skills.

This program provides an opportunity for students to access an accelerated Music pathway commencing in Junior Secondary.

One of the benefits of being involved in the Music Acceleration course is the opportunity to work with other students who have a passion for, and talent in, Music.

Learn how to write and play your own songs, explore different music styles and make music with your friends. While extending your practical skills, this subject will introduce you to the way that music has been used and enjoyed by people.

Pre-Requisites

Successful completion of the Music Acceleration Program in Years 7-9.

Assessment

Assessment follows the same format as the QCAA Syllabus for Years 11 and 12 Music (refer to the information for the Music Senior subject). Students will be assessed in the areas of Performance and Composition.

Future Options

Students will be able to continue their study of Music Acceleration in Year 11, when they will complete the requirements of the QCAA Music general Senior subject syllabus. In Year 12, students will have the opportunity to study Year 12 Music Extension, study a university subject or alternatives

Future career options include being a musician, a teacher or working in the music industry. However, for many students, music is a recreational pursuit which remains with them for life.

Overview**What is Spanish Acceleration?**

Spanish Acceleration provides Spanish Immersion graduates with the opportunity to accelerate their Senior Spanish study by beginning the Senior Syllabus in Year 10. Students are able to complete the Senior Spanish syllabus by the end of Year 11 and in Year 12 have the opportunity to study Spanish units at one of our local Universities.

Why study Spanish Acceleration?

Having completed the Spanish Immersion Program, students will be highly proficient in Spanish. By undertaking Spanish Acceleration, students will be able to fast track their study of Spanish and further develop their linguistic competence. This pathway allows students to opportunities to accelerate their language study and provide increased opportunities in Year 12.

Course Outline

The course follows the syllabus for the Spanish Senior subject, and the content is organised around four Units. The purpose of learning Spanish is communication. You communicate in a variety of ways, by speaking, listening, reading and writing. By learning Spanish, you engage in all these skills in real or lifelike tasks for purposes of enjoyment, socialising and learning. The acceleration pathway provides students with ample opportunities to enhance their Spanish language skills.

Learning Experiences

As students have highly developed language skills, they are able to undertake the Year 11 Spanish Senior Subject content in Year 10, through an accelerated pathway.

Students will engage in authentic and meaningful Spanish language experiences that build confidence, fluency, and intercultural understanding. Through interactive tasks, discussions, and creative projects, students will deepen their appreciation of Spanish-speaking cultures while developing practical skills for global communication, supported by both explicit and implicit learning of grammar, vocabulary, pronunciation, and language structures.

Preferred Pre-Requisites

Successful completion of the Spanish Immersion Program in Years 7-9. Native/background speakers may be able to select this course of study with Head of Department approval.

Assessment

Assessment follows the same format as the QCAA Syllabus for Spanish V1.2 (refer to the information for the Spanish Senior subject).

Future Options

Students will be able to continue their study of Spanish Acceleration in Year 11, when they will complete the requirements of the QCAA Spanish general Senior subject syllabus. In Year 12 students will have the opportunity to apply to study a semester course during Year 12 at our local universities, which can lead to bonus ATAR rank points, course credits, and guaranteed admission into participating universities.

Studying Spanish Acceleration will also help students maintain a strong Spanish linguistic capacity, supporting study within the IB Diploma Programme in the Spanish B Higher Level subject. Language study gives you the opportunity to enhance your global career prospects in many areas; for example: communication and trade consultants, translation, teaching, media correspondents, multinational corporations, international research services, tourism marketing and services, and diplomacy.



INDOOROOPIILLY
STATE HIGH SCHOOL

YEARS 11 & 12
COURSE OF STUDY

YEARS 11 & 12 SUBJECT OFFERINGS (QCAA)

All students study subjects within the core learning area of English. Students are able to choose from:

English Learning Area
English
Literature
English as an Additional Language
Essential English
English & Literature Extension (Year 12 only with ENG or LIT)

Plus five Subjects from the following:

Accounting Aerospace Systems Ancient History Flight Training# Biology Building & Construction Skills + Business Certificate III in Health Services Assistance • Certificate II in Hospitality * • Certificate III in Fitness/Certificate II Sport and Recreation • Certificate II in Visual Arts • Chemistry Chinese Chinese Extension (Year 12 only with Chinese) Dance Design Digital Solutions Diploma of Business • Drama Economics Engineering Engineering Skills +	English & Literature Extension (Year 12 only with Literature) Essential Mathematics + Fashion + Film, Television and New Media Food & Nutrition Furnishing Skills + General Mathematics Geography Legal Studies Mathematical Methods Modern History Music Music Extension (Year 12 only with Music) Physical Education Physics Psychology Science in Practice + Spanish Specialist Mathematics Sport and Recreation+ Tourism + Visual Art
---	--

NOTE:

- Subjects marked with a dot (•) are Vocational Education and Training subjects. One VET subject Certificate III and above may contribute towards an ATAR together with four General Subjects.
- Subjects marked with a plus (+) are Applied Subjects. One Applied Subject may contribute towards an ATAR together with four General Subjects.
- School-based subjects are marked with a hash (#). These subjects will NOT contribute towards a student's ATAR at the end of Year 12.
- Students who choose more than two subjects in total marked with a (•), (+) or (#) will not be eligible for an ATAR.
- *Career Ready Funded Course: Eligible students who wish to undertake a Career Ready funded course need to be fully aware that they can only be subsidised by the Career Ready Program for one course that is approved under the Career Ready list. For more details, please refer to p.13.
- Students who wish to study the International Baccalaureate Programme must refer to the IB section of this handbook.
- When Year 10 students have submitted their initial subject selections for Year 11, groupings or lines of subjects will be made to ensure that as many students as possible are able to study their six chosen subjects. These combinations will then become the actual choices available to students who continue their studies at Indooroopilly State High School. Year 11 lines will continue into Year 12.
- The Principal reserves the right to delete an elective subject if there are insufficient numbers to form a class of viable size.
- The nature of some subjects may require that a ceiling be placed on numbers in order to guarantee access to facilities that are basic to that subject.
- Towards the end of each Semester, students will have the opportunity to request a change of subject/s. A change will only be made after a series of permissions are obtained from Parents, the Guidance Officer and relevant Heads of Department and Teachers. The Deputy Principals will finalise the decision to change subjects.
- Students who are fluent in a language other than English may wish to discuss continuing study in that language and/or getting credit for prior study in that language with the Guidance Officer.

YEAR 11 QCAA SUBJECTS AND PREREQUISITES

Learning Area	Year 11 Subject Name	Year 10 Result
English All Students Must Choose either English, Literature, English as an Additional Language or English Essential from this Learning Area	English	C in English or Pre-IB English required
	Essential English	Nil
	English as an Additional Language	C in English for EAL Learners required
	Literature	B in English or Pre-IB English required
	English and Literature Extension (Year 12 only)	B in Year 11 English or Literature required
Mathematics	General Mathematics	C in General Mathematics or completion of Mathematical Methods required
	Mathematical Methods	C in Mathematical Methods required
	Specialist Mathematics	B in Mathematical Methods required
	Essential Mathematics	Nil
	Engineering	B in General Maths or C in Methods required C in English and a Science advised
Science	Physics	C in a Science required
	Chemistry	C in a Science required
	Biology	C in a Science required
	Psychology	C in a Science required
	Science in Practice	Nil
Humanities & Social Sciences	Ancient History	C in English required & Ancient or Modern History advised
	Modern History	C in English required & Ancient or Modern History advised
	Geography	C in English required and Geography advised
	Legal Studies	C in English required and Legal Studies advised
	Economics	C in English and Economics advised
	Business	C in English advised
	Accounting	C in English and General Mathematics or Mathematical Methods advised
	Diploma of Business	B in English and General Mathematics advised
Health & Physical Education	Tourism	Nil
	Physical Education	C in English & Physical Education required
	Sport and Recreation	Nil
	Certificate III in Fitness/Certificate II Sport and Recreation	Nil
	Certificate III In Health Services Assistance Including Certificate II Health Support Services	Nil
The Arts	Dance	C in Dance & English advised
	Drama	C in Drama & English advised
	Film, Television and New Media	C in FTVNM & English advised

Learning Area	Year 11 Subject Name	Year 10 Result
	Music	C in Music advised
	Music Extension (Year 12 only)	B in Year 11 Music required
	Certificate II in Visual Arts	Nil
	Visual Art	C in Visual Art advised
Languages	Spanish	C in Spanish required
	Chinese	C in Chinese required
	Chinese Extension (Year 12 only)	C in Chinese or Chinese Acceleration required
Design & Technologies	Furnishing Skills (Applied)	Certificate I in Manufacturing Pathways or Industrial Technology Skill (Applied) advised
	Engineering Skills (Applied)	Certificate I in Manufacturing Pathways or Industrial Technology Skill (Applied) advised
	Building & Construction Skills (Applied)	Certificate I in Manufacturing Pathways or Industrial Technology Skill (Applied) advised
	Certificate II in Hospitality	Refer to subject description
	Design	C in Design advised
	Food & Nutrition	C in Food and Nutrition advised
Digital Systems	Digital Solutions	C in Digital Solutions advised
	Aerospace Systems	C in English and General Mathematics or Mathematical Methods advised
	Flight Training	Refer to subject description
Deaf and Hard of Hearing Department	Certificate II in Auslan	Nil, however, an interest in learning a new language and/or prior experience with Auslan is preferred

QCAA YEARS 11 AND 12 SYLLABUSES

Mathematics	Health and Physical Education
General • General Mathematics • Mathematical Methods • Specialist Mathematics Applied • Essential Mathematics	General • Physical Education Applied • Sport and Recreation
English	Science
General • English • English as an Additional Language • Literature • English & Literature Extension Applied • Essential English	General • Biology • Chemistry • Physics • Psychology • Science in Practice
Humanities and Social Sciences	Languages
General • Accounting • Ancient History • Business • Economics • Geography • Legal Studies • Modern History Applied • Tourism	General • Chinese • Chinese Extension • Spanish Senior External Examination only • Arabic • Chinese – full form characters • Indonesian • Korean • Latin • Modern Greek • Punjabi • Russian • Vietnamese
Technologies	The Arts
General • Aerospace Systems • Design • Digital Solutions • Engineering • Food & Nutrition Applied • Furnishing Skills • Building & Construction Skill • Engineering Skills	General • Dance • Drama • Film, Television & New Media • Music • Music Extension (Composition) • Music Extension (Performance) • Visual Art

Mathematics Information

1. For Years 11 and 12, four two-year courses of study are offered.

The student may choose **one** of the following:

- I. Mathematical Methods (approximately three and a half hours of class time per week)
- II. Mathematics Methods plus Specialist Mathematics (approximately seven hours of class time per week)
- III. General Mathematics (approximately three and a half hours of class time per week)
- IV. Essential Mathematics (approximately three and a half hours of class time per week)

NB – Please read the separate handbook page for each individual subject to find out information such as subject description, course content, assessment and career pathways.

2. Students are advised that Mathematical Methods and Specialist Mathematics involve very formal and abstract mathematics. Successful completion of these subjects is dependent upon a high level of achievement in Year 10 Mathematics.
 3. General Mathematics is a more practical course designed for any student not considering a mathematics-centred tertiary course of study but who, nevertheless, has mathematical abilities and interests. This subject is a suitable mathematics prerequisite for many tertiary courses.
 4. Essential Mathematics is a Queensland Curriculum & Assessment Authority Applied subject that offers the basic mathematics required for successful performance in vocational as well as leisure pursuits
 5. Students who elect to not study a Maths subject in Years 11 & 12 must complete a numeracy short course to meet QCE requirements.
-

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

The syllabus objectives outline what students have the opportunity to learn.

1. Recall mathematical knowledge.

When students recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques and algorithms.

2. Use mathematical knowledge.

When students use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.

3. Communicate mathematical knowledge.

When students communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions and representations) and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models.

4. Evaluate the reasonableness of solutions.

When students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.

5. Justify procedures and decisions.

When students justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.

6. Solve mathematical problems.

When students solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. They develop, refine and use mathematical models, where applicable.

Structure

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

Assessment

Students complete the following internal assessments for Units 1 and 2.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): • Problem-solving and modelling task	Formative internal assessment 3 (IA3): • Examination
Formative internal assessment 2 (IA2): • Examination	

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

Units 3 & 4	
• Summative internal assessment 1 (IA1): Problem-solving and modelling task	20%
• Summative internal assessment 2 (IA2): Unit 3 Examination	15%
• Summative internal assessment 3 (IA3): Unit 4 Examination	15%
• Summative external assessment (EA): Examination <i>Subject matter from Units 1 and 2 is assumed knowledge in the external examination.</i>	50%

Mathematical Methods

General Senior subject

General

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

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

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

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

Pathways

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

Objectives

- The syllabus objectives outline what students have the opportunity to learn.

1. Recall mathematical knowledge.

When students recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques and algorithms.

2. Use mathematical knowledge.

When students use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.

3. Communicate mathematical knowledge.

When students communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions and representations) and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models.

4. Evaluate the reasonableness of solutions.

When students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.

5. Justify procedures and decisions.

When students justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.

6. Solve mathematical problems.

When students solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. They develop, refine and use mathematical models, where applicable.

Structure

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

Assessment

Students complete the following internal assessments for Units 1 and 2.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): • Problem-solving and modelling task	Formative internal assessment 3 (IA3): • Examination
Formative internal assessment 2 (IA2): • Examination	

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

Units 3 & 4	
• Summative internal assessment 1 (IA1): Problem-solving and modelling task	20%
• Summative internal assessment 2 (IA2): Unit 3 Examination	15%
• Summative internal assessment 3 (IA3): Unit 4 Examination	15%
• Summative external assessment (EA): Examination <i>Subject matter from Units 1 and 2 is assumed knowledge in the external examination.</i>	50%

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

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

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

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

Pathways

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

Objectives

- The syllabus objectives outline what students have the opportunity to learn.

1. Recall mathematical knowledge.

When students recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques and algorithms.

2. Use mathematical knowledge.

When students use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.

3. Communicate mathematical knowledge.

When students communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions and representations) and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models.

4. Evaluate the reasonableness of solutions.

When students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.

5. Justify procedures and decisions.

When students justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.

6. Solve mathematical problems.

When students solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. They develop, refine and use mathematical models, where applicable.

Structure

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

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

Assessment

Students complete the following internal assessments for Units 1 and 2.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): Problem-solving and modelling task	Formative internal assessment 3 (IA3): Examination
Formative internal assessment 2 (IA2): Examination	

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

Units 3 & 4	
Summative internal assessment 1 (IA1): Problem-solving and modelling task	20%
Summative internal assessment 2 (IA2): Unit 3 Examination	15%
Summative internal assessment 3 (IA3): Examination	15%
Summative external assessment (EA): Examination <i>Subject matter from Units 1 and 2 Specialist Maths and from all Units of Mathematical Methods is assumed knowledge in the external examination.</i>	50%

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

The syllabus objectives outline what students have the opportunity to learn.

1. Recall mathematical knowledge.

When students recall mathematical knowledge, they recognise features of remembered information. They recognise relevant concepts, rules, definitions, techniques and algorithms.

2. Use mathematical knowledge.

When students use mathematical knowledge, they put into effect relevant concepts, rules, definitions, techniques and algorithms. They perform calculations with and without technology.

3. Communicate mathematical knowledge.

When students communicate mathematical knowledge, they use mathematical language (terminology, symbols, conventions and representations) and everyday language. They organise and present information in graphical and symbolic form, and describe and represent mathematical models.

4. Evaluate the reasonableness of solutions.

When students evaluate the reasonableness of solutions, they interpret their mathematical results in the context of the situation and reflect on whether the problem has been solved. They verify results by using estimation skills and checking calculations, with and without technology. They make an appraisal by assessing implications, strengths and limitations of solutions and/or models, and use this to consider if alternative methods or refinements are required.

5. Justify procedures and decisions.

When students justify procedures and decisions, they explain their mathematical reasoning in detail. They make relationships evident, logically organise mathematical arguments, and provide reasons for choices made and conclusions reached.

6. Solve mathematical problems.

When students solve mathematical problems, they analyse the context of the problem to translate information into mathematical forms. They make decisions about the concepts, techniques and technology to be used and apply these to develop a solution. They develop, refine and use mathematical models, where applicable.

Structure

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): • Problem-solving and modelling task	Formative internal assessment 4 (IA4) • Examination
Formative internal assessment 2 (IA2): • Examination	

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).

Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

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

The 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 have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to 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
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

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 a range of 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 in written, spoken and/or multimodal texts
- Use mode-appropriate features to achieve particular purposes.

Structure

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. There are three formative assessment tasks over Units 1 and 2. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 3 (FIA3): Extended response – imaginative written response	Formative internal assessment 4 (FIA4) Examination – analytical written response
Formative internal assessment 1 (FIA1): Extended response – written response for a public audience	

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

Summative assessments

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

Subject matter from Units 1 and 2 is assumed knowledge and may be drawn on, as applicable, in the development of the supervised examination.

English as an Additional Language

General Senior subject

General

The subject English as an Additional Language is designed to develop students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary, non-literary, media and academic texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts
- development of language skills required for English language learners to be competent users of written and spoken English in a variety of contexts including academic contexts suitable for tertiary studies
- skills to make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment and appreciation of the English language.

Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility – skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. There are three formative assessment tasks over Units 1 and 2. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 2 (FIA2): Extended response – persuasive written response	Formative internal assessment 4 (FIA4) Examination – analytical extended response
Formative internal assessment 3 (FIA3): Extended response – imaginative spoken/multimodal response	

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 2 (IA2): Extended response – persuasive written response	25%	Summative internal assessment 3 (IA3): Extended response – imaginative spoken/multimodal response	25%
- Summative internal assessment 1 (IA1): - Examination – analytical written response	25%	Summative external assessment (EA): Examination – analytical extended response	25%

Subject matter from Units 1 and 2 is assumed knowledge and may be drawn on, as applicable, in the development of the supervised examination.

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

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

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 2 (FIA2): Extended response – imaginative spoken/multimodal response	
Formative internal assessment 1 (FIA1): Examination – analytical written response	Formative internal assessment 4 (FIA4) Examination – analytical written response

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 2 (IA2): Extended response – imaginative spoken/multimodal response	25%	Summative internal assessment 3 (IA3): Extended response – imaginative written response	25%
Summative internal assessment 1 (IA1): Examination – analytical written response	25%	Summative external assessment (EA): Examination – analytical written response	25%

Subject matter from Units 1 and 2 is assumed knowledge and may be drawn on, as applicable, in the development of the supervised examination.

English and Literature Extension

General Senior subject

General

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

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

Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating,

education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Objectives

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

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

Structure

To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

Unit 3	Unit 4
Ways of reading • Readings and defences • Complex transformation and defence	Exploration and evaluation • Extended academic research paper • Application of theory

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Extended response – reading and defence	20%	Summative internal assessment 3 (IA3): Extended response – academic research paper	35%
Summative internal assessment 2 (IA2): Extended response – complex transformation and defence	20%	Summative external assessment (EA): Examination – theorised exploration of unseen text	25%

The 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. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences 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
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how the language they engage with positions them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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 - Responding to a variety of texts used in and developed for a work context - Creating multimodal and written texts	Texts and human experiences - Responding to reflective and nonfiction texts that explore human experiences - Creating spoken and written texts	Language that influences - Creating and shaping perspectives on community, local and global issues in texts - Responding to texts that seek to influence audiences	Representations and popular culture texts - Responding to popular culture texts - Creating representations of Australian identifies, places, events and concepts

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 2 will provide students with an understanding of key features of the Common Internal Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Extended response – spoken/signed response	Formative internal assessment 3 (FIA4): Extended response – imaginative written response
Formative internal assessment 2 (FIA2): Exam – short response to stimulus	

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

Summative assessments

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

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.

Pathways

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

Objectives

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

- Comprehend accounting concepts, principles and processes
- Synthesise accounting principles and processes
- Analyse and interpret financial data and information
- Evaluate practices of financial management to make decisions and propose recommendations
- Create responses that communicate meaning

Structure

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): • Examination – combination response	Formative internal assessment 3 (IA3) • Project – cash management & internal controls
Formative internal assessment 2 (IA2): • Examination – combination response	

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 (IA2): Examination – combination response	25%	Summative internal assessment 3 (IA3): Examination – combination response	25%
Summative internal assessment 2 (IA1): Project – cash management	25%	Summative external assessment (EA): Examination – combination response	25%

Ancient History

General Senior subject

General

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
Investigating the ancient world • Digging up the past • Weapons and warfare: Ancient Persia	Personalities in their time • Julio-Claudian Dynasty	Reconstructing the ancient world • Fifth Century Athens (BCE) • The Medieval Crusades	People, power and authority • The Punic Wars • Julius Caesar

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): • Examination – extended response	Formative Internal assessment 3 (IA3): • Investigation
Formative internal assessment 2 (IA2): • Investigation	

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

Summative assessments

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

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 • Fundamentals of business • Creation of business ideas	Business growth • Establishment of a business • Entering markets	Business diversification • Competitive markets • Strategic development	Business evolution • Repositioning a business • Transformation of a business

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): • Examination – combination response	Formative internal assessment 3 (IA3): • Extended response – feasibility report
Formative internal assessment 2 (IA2): • Investigation – business report	

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

Summative assessments

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

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 • The basic economic problem • Economic flows • Market forces	Modified markets • Markets and efficiency • Case options of market measures and strategies	International economics • International trade • Global economic issues	Contemporary macroeconomics • Macroeconomic objectives and theory • Economic indicators and past budget stances • Economic Management

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): • Examination – combination response	Formative internal assessment 3 (IA3): • Examination – extended response to stimulus
Formative internal assessment 2 (IA2): • Investigation	

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	25%
Summative internal assessment 2 (IA2): Investigation	25%	Summative external assessment (EA): Examination – combination response	25%

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

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

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

Pathways

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

Objectives

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

- Explain geographical processes
- Comprehend geographic patterns
- Analyse geographical data and information
- Apply geographical understanding
- Synthesise information from the analysis to propose action
- Communicate geographical understanding.

Structure

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): • Examination – combination response	Formative internal assessment 3 (IA2): • Investigation – field report
Formative internal assessment 2 (IA3): • Investigation – data report	

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

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

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

Pathways

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

Objectives

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

- Comprehend legal concepts, principles and processes
- Select legal information from sources
- Analyse legal issues
- Evaluate legal situations
- Create responses that communicate meaning.

Structure

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): Examination – combination response	Formative internal assessment 3 (IA3): Investigation – analytical essay
Formative internal assessment 2 (IA2): Investigation – inquiry Report	

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

Summative assessments

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

Modern History

General Senior subject

General

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
Ideas in the modern world • Meiji Restoration • Russian Revolution	Movements in the modern world • Indigenous Empowerment and Land Rights	National experiences in the modern world • Germany since 1914 (WWI begins) • China since 1931 (invasion of Manchuria begins)	International experiences in the modern world • Australian engagement with Asia since 1945 (World War II in the Pacific ends) • Cold War and its aftermath, 1945-2014 (Yalta Conference begins – Russo-Ukrainian War begins)

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): Examination – extended response (25%)	Formative internal assessment 3 (IA3): Investigation (25%)
Formative internal assessment 2 (IA2): Investigation (25%)	

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

Summative assessments

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

The subject Tourism develops and refines students' understanding of the tourism industry, workplace practices, and the social, environmental and cultural dimensions of travel. It enables students to have hands-on learning experiences, and students gain real-world experience and work readiness skills.

The subject encourages students to explore tourism as it operates locally, nationally and globally, and supports them to make informed decisions about travel, sustainability, and career opportunities. Students develop practical and transferable skills relevant to the tourism, hospitality, and events sectors, and understand the broader impacts of tourism on people, places, and cultures.

Students have opportunities to engage with tourism concepts through a range of teaching and learning experiences to foster:

- skills to communicate effectively and appropriately in tourism contexts, including customer service and client interaction
- knowledge of tourism operations and the roles of tourism providers and organisations
- ability to plan and present travel itineraries, promotional materials, and event concepts
- understanding of sustainable tourism practices and their impacts on communities and environments
- investigation of tourism trends and the role of technology in shaping travel behaviour
- practical and creative thinking to solve real-world problems in tourism
- active and critical responses to tourism issues, including ethical and cultural considerations
- appreciation of cultural diversity and the value of different perspectives, including those of Aboriginal peoples and Torres Strait Islander peoples
- enjoyment of exploring the tourism industry through hands-on learning, excursions, guest speakers and digital tools.

Pathways

Tourism is an Applied subject and is suited to a range of students. Students who are interested in pathways beyond Year 12 that lead to vocational education, employment, or further study in tourism and related fields are encouraged to join the course. Additionally, students who are pursuing an ATAR pathway and want a more practical, hands-on subject to balance their academic load may find Tourism a suitable subject for them.

A course of study in Tourism promotes practical learning, collaboration, cultural awareness and industry readiness – skills that prepare students for work, travel and lifelong learning in local and global contexts.

Objectives

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

- Recognise and describe tourism industry concepts and procedures
- Demonstrate and apply tourism skills and procedures
- Analyse tourism issues and situations
- Apply relevant tourism data and information
- Communicate tourism information using appropriate language and formats
- Plan and organise tourism tasks and activities
- Evaluate tourism practices, procedures and outcomes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Tourism and Travel • Push factors that initiate the desire to travel • Pull factors that influence the choice of a destination	Tourism Marketing • Marketing principles, concepts and practices that are used by tourism businesses and organisations	Tourism Trends and Patterns • Influence of tourism trends and patterns on destinations and the tourism industry • Ethical and sustainable tourism	Tourism Industry and Careers • Structure of the tourism industry • The value of the tourism industry in Australia

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 2 will provide students with an understanding of key features of the Common Internal Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): Investigation - the impacts of tourism (25%)	Formative internal assessment 3 (IA3): Investigation – marketing campaign evaluation (25%)
Formative internal assessment 2 (IA2): Project – traveller information package (25%)	

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Investigation – tourism trends	25%	Summative internal assessment 3 (IA3): Investigation – value of the tourism industry	25%
Summative internal assessment 2 (IA2): Project – sustainable tourism guide	25%	Summative internal assessment (IA4): Project – careers in tourism	25%

Aerospace Systems provides opportunities for students to learn about the fundamentals, history and future of the aerospace industry. They gain knowledge of aeronautics, aerospace operations, human factors, safety management and systems thinking that enable them to solve real-world aerospace problems using the problem-solving process in Aerospace Systems.

Students learn to understand and interpret the relationships between and within connected systems and their component parts. They identify patterns in problematic aerospace systems situations and propose solutions.

Students develop and use skills that include analysis, decision-making, justification, recognition, comprehension and evaluation to develop solutions to aerospace problem situations. Students become self-directed learners and develop beneficial collaboration and management skills as they solve aerospace systems problems.

Pathways

A course of study in Aerospace Systems can establish a basis for further education and employment in the fields of aviation management, flying streams, engineering and aerospace technical disciplines. The study of Aerospace Systems will

also benefit students wishing to pursue post-school pathways in diploma and advanced diploma courses in the technical and paraprofessional areas of customer relationship management, workplace health and safety, engineering, human resource management, systems analysis and technology-related areas.

Objectives

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

- Recognise and describe aerospace systems problems, knowledge, concepts and principles
- Symbolise and explain ideas, solutions and relationships
- Analyse problems and information
- Determine solution success criteria for aerospace problems
- Synthesise information and ideas to propose possible solutions
- Generate solutions to provide data to assess the feasibility of proposals
- Evaluate and refine ideas and solutions to make justified recommendations
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to aerospace systems and structures • Solving aerospace problems • The evolving aerospace industry • Introduction to aerodynamics • Introduction to aircraft systems • Introduction to aviation weather systems	Emerging aerospace technologies • Operational assets • Operational environments • Operational control systems • Future applications	Aerospace operational systems • International and national operational and safety systems • Airspace management • Safety management systems • Operational accident and incident investigation processes • Airport and airline operation systems	Aircraft performance systems and human factors • Aircraft performance • Aircraft navigation • Advanced navigation and radio communication technologies • Human performance and limitations

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): Examination	Formative internal assessment 2 (IA2): Project - Folio
	Formative internal assessment 3 (IA3) Examination

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	25%
Summative internal assessment 2 (IA2): Examination	25%	Summative external assessment (EA): Examination	25%

Building & Constructions Skills

Applied Senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools, equipment and materials used by the Australian building and construction industry.

Building & Construction Skills includes the study of industry practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures and projects. Production processes combine the skills and procedures required to complete construction tasks. Through both individual and collaborative learning experiences, students learn to meet customer expectations of quality, cost and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction industry. Students learn to interpret drawings and technical information, demonstrate

safe practical construction processes using hand and power tools, and communicate using oral, written and graphical modes. The majority of learning is undertaken through practical construction tasks that relate to industry and workplace contexts.

Pathways

A course of study in Building & Construction Skills can establish a basis for further education, training and employment in the building and construction industry. Students may pursue apprenticeships, traineeships and vocational qualifications in areas such as carpentry, cabinet making, joinery, concreting, plastering, roofing and construction. With additional training and experience, career opportunities may include carpenter, builder, construction worker, concreter, roofer, plasterer, site supervisor and other building and construction trades.

Objectives

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures

Structure

Building & Construction Skills is a four-unit course of study.

Unit option	Unit title
Unit option A	Site preparation and foundations
Unit option B	Framing and claddingfurnishing
Unit option C	Fixing and finishing
Unit option D	Construction in the domestic building industry

Assessment

Students complete three assessment tasks in Year 11 and four assessment tasks in Year 12.

The assessment techniques used in Building & Construction Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration and reflect on industry practices, production skills and procedures.	Practical demonstration The skills and procedures used in 3–5 production processes Documentation Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students construct a product and document the construction process.	Product Product: Construction project completed using the skills and procedures in 5–7 production processes. Construction process: Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media.

Design

General Senior subject

General

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities.

Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live.

Students will understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

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

concepts. They communicate design proposals to suit different audiences.

Pathways

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

Objectives

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

1. Describe design problems and design criteria
2. Represent ideas, design concepts and design information using visual representation skills
3. Analyse needs, wants and opportunities using data
4. Devise ideas in response to design problems
5. Evaluate ideas to make refinements
6. Propose design concepts in response to design problems
7. 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
Stakeholder-centred design • Designing for others	Commercial design influences • Responding to needs and wants	Human-centred design • Designing with empathy	Sustainable design influences • Responding to opportunities

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (FIA2): • Project - Folio	Formative internal assessment 3 (FIA3): • Project - Folio
Formative internal assessment 2 (FIA2) • Examination – Design Challenge	

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):		Summative internal assessment 3 (IA3):	
Examination – design challenge	20%	Project	25%
Summative internal assessment 2 (IA2):		Summative external assessment (EA):	
Project	30%	Examination – extended response	25%

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): Investigation – technical proposal	Formative internal assessment 3 (IA3): Project - Folio
Formative internal assessment 2 (IA2): Project – digital solution	

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	25%	Summative internal assessment 3 (IA3): Project – digital solution	25%
Summative internal assessment 2 (IA2): Project – digital solution	25%	Summative external assessment (EA): Examination	25%

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

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

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

Pathways

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

Objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Recognise and describe engineering problems, knowledge, concepts and principles.

When students recognise engineering problems, knowledge, concepts and principles, they identify or recall related engineering technology knowledge, mechanics, materials science and control technologies concepts and principles. When students describe they give an account of the characteristics or features of problems, knowledge, concepts and principles.

2. Symbolise and explain ideas and solutions.

When students symbolise, they represent idea and solution development in sketches, drawings, diagrams, models, tables and/or schemas. When students explain, they use knowledge, understanding and reasoning to make ideas, solutions and interrelationships plain or clear

by describing them in more detail or revealing relevant facts.

3. Analyse problems and information.

When students analyse problems and information, they research and investigate to explain and interpret, for the purpose of finding meaning or relationships. They determine the reasonableness of information and ascertain patterns, similarities and differences in order to identify elements, components and features, and their relationship to the structure of problems.

4. Determine solution success criteria for engineering problems.

When students determine solution success criteria for engineering problems, they establish, conclude or ascertain solution needs and constraints, or requirements after consideration of elements, components and features, and their relationship to the structure of problems.

5. Synthesise information and ideas to predict possible solutions.

When students synthesise information and ideas to predict possible solutions, they combine and integrate information and ideas, and resolve uncertainties using knowledge of technology, mechanics, materials science and control technologies, and knowledge gained through research, investigation and testing to create new understanding.

6. Generate prototype solutions to provide data to assess the accuracy of predictions.

When students generate prototype solutions, they produce a trial solution, that when tested, provides data to determine the feasibility of the real-world solution.

7. Evaluate and refine ideas and solutions to make justified recommendations.

When students evaluate, they appraise ideas and solutions by weighing up or assessing strengths, implications and limitations against solution success criteria. When students refine ideas and solutions, they modify to make improvements relative to solution success criteria. They use data, provided by testing, to evaluate and refine ideas and solutions. When students make justified recommendations, they put forward a point of view or suggestion with supporting evidence to make modifications.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals • Engineering in society • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials	Emerging technologies • Emerging needs in society • Emerging processes, machinery and automation • Emerging materials	Civil structures • Civil structures in society • Civil structures and forces • Civil engineering materials	Machines and mechanisms • Machines in society • Machines, mechanisms and control • Materials

Assessment

Students complete the following internal assessments for Units 1 and 2.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): • Problem-solving and modelling task	Formative internal assessment 3 (IA3): • Examination
Formative internal assessment 2 (IA2): • Examination	

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	25%
Summative internal assessment 2 (IA2): • Examination	25%	Summative external assessment (EA): • Examination	25%

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools, equipment and materials used by Australian engineering and manufacturing industries.

Engineering Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts. Industry practices are used by engineering enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Through individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in engineering and manufacturing industries. Students learn to interpret drawings and technical information, demonstrate safe practical production processes using

hand tools, power tools, machinery and equipment, and communicate using oral, written and graphical modes. They organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is undertaken through practical manufacturing tasks that relate to industry and workplace contexts.

Pathways

A course of study in Engineering Skills can establish a basis for further education, training and employment in the engineering and manufacturing industries. Students may pursue apprenticeships, traineeships and vocational qualifications in areas such as welding, fabrication, fitting and machining, sheet metal work, manufacturing and production. With additional training and experience, career opportunities may include boilermaker, welder, fitter and turner, sheet metal worker, machinist, manufacturing technician and engineering tradesperson

Objectives

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures

Structure

Engineering Skills is a four-unit course of study.

Unit option	Unit title
Unit option A	Fitting and machining
Unit option B	Welding and fabricationfurnishing
Unit option D	Production in the structural engineering industry
Unit option F	Production in the manufacturing engineering industry

Assessment

Students complete three assessment tasks in Year 11 and four assessment tasks in Year 12.

The assessment techniques used in Engineering Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration and reflect on industry practices, production skills and procedures.	Practical demonstration Practical demonstration: the skills and procedures used in 3–5 production processes Documentation Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	Product engineering product manufactured using the skills and procedures in 5–7 production processes Manufacturing process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a dynamic global industry that supports a wide variety of vocations, including fashion design, production, merchandising and sales.

Fashion is a significant part of life – every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Structure

Fashion is a four-unit course of study.

Unit option	Unit title
Unit option B	Historical fashion influences
Unit option C	Slow Fashion
Unit option D	Collections
Unit option F	Adornments

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to 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 Fashion can establish a basis for further education and employment in the fashion industry. With additional training and experience, potential employment opportunities may be found in fashion as, for example,

a fashion designer, fashion stylist, textile designer, fashion buyer, merchandiser, costume designer, fashion illustrator, pattern maker, fashion marketing specialist/coordinator, fashion brand manager, garment technician, fashion retail manager.

Objectives

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

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

Assessment

Students complete three assessment tasks in Year 11 and four assessment tasks in Year 12.

The assessment techniques used in Fashion are:

Technique	Description	Response requirements
Practical demonstration	Students design and communicate fashion concepts through activities such as fashion illustrations, outfit designs, awareness campaigns, fashion collections and adornment extension lines.	Design concepts and supporting documentation presented in written, visual and/or multimodal formats.
Project	Students design and produce fashion garments or adornment items in response to a design brief. They document and evaluate their design and production processes.	Fashion product accompanied by planning, production and evaluation documentation

Food & Nutrition

General Senior subject

General

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. The study of the food system includes the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to apply food science, nutrition and technologies knowledge to real-world food and nutrition problems. They develop, evaluate and refine food and nutrition solutions, justify their decision-making, and consider the societal, economic and environmental sustainability.

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:

1. Recognise and describe food and nutrition facts and principles
2. Explain food and nutrition ideas and problems
3. Analyse problems, information and data
4. Determine success criteria
5. Synthesise information and data
6. Generate solutions to provide data to determine the feasibility of the solution
7. Evaluate and refine ideas and solutions to make justified recommendations for enhancement
8. 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 • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions	Food drivers and emerging trends • Consumer food drivers • Sensory profiling • Food safety and labelling • Food formulation for consumers	Food science of carbohydrate and fat • Carbohydrate • Fat • Developing food solutions	Food solution development for nutrition consumer markets • Formulation and reformulation for nutrition consumer markets • Nutrition consumer markets • Food development process

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Examination	Formative internal assessment 3 (IA3): Project - folio
Formative internal assessment 2 (FIA2): Project - folio	

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	25%	Summative internal assessment 3 (IA3): Project – folio	25%
Summative internal assessment 2 (IA2): Project – folio	25%	Summative external assessment (EA): Examination	25%

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries.

Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other 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, cabinetmaker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures.
- sequence processes
- evaluate skills and procedures, and products adapt plans, skills and procedures.

Structure

Furnishing Skills is a four-unit course of study.

Unit option	Unit title
Unit option A	Furniture-making
Unit option C	Interior furnishing
Unit option F	Production in the bespoke furniture industry
Unit option D	Production in the domestic furniture industry

Assessment

Students complete three assessment tasks in Year 11 and four assessment tasks in Year 12.

The assessment techniques used in Furnishing Skills are:

Technique	Description	Response requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	Practical demonstration Practical demonstration: the skills and procedures used in 3–5 production processes Documentation Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	Product Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes Manufacturing process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

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

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

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

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

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making

as they evaluate and justify strategies to achieve a particular outcome.

Pathways

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

Objectives

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

- Recognise and explain concepts and principles about movement
- Demonstrate specialised movement sequences and movement strategies
- Apply concepts to specialised movement sequences and movement strategies
- Analyse and synthesise data to devise strategies about movement
- Evaluate strategies about and in movement
- Justify strategies about and in movement
- Make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning integrated with volleyball • Functional anatomy and biomechanics integrated with volleyball	Sport psychology, equity and physical activity • Sport psychology integrated with netball • Equity - barriers and enablers	Tactical awareness, ethics and integrity and physical activity • Tactical awareness integrated with badminton • Ethics and integrity	Energy, fitness and training and physical activity • Energy, fitness and training integrated with athletics

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12. 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).

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): Investigation - report	Formative internal assessment 3 (IA3): Project - folio
Formative internal assessment 2 (IA2): Project - folio	

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.

Summative assessments

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

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

Sport and recreation activities are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and recreation activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. These activities are an intrinsic part of Australian culture and for many people, form a substantial component of their leisure time. Participation in sport and recreation can also provide employment opportunities and make positive contributions to a person's total wellbeing.

Sport and Recreation builds on the knowledge, skills and understandings of the *Australian Curriculum: Health and Physical Education*.

Through the study of Sport and Recreation students will examine the relevance of sport and active recreation in Australian culture, its contribution to employment growth, health and wellbeing and factors that influence participation in sport and active recreation.

Students will study how interpersonal skills support effective interaction with others, technology use and the promotion of safety in sport and recreation activities. Finally, students will be exposed to how the sport and recreation industry contributes to individual and community outcomes.

Pathways

A course of study in Sport and Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports

- .

administration, community health and recreation and sport performance.

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities.
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- use language conventions and textual features to achieve particular purposes.
- create communications that convey meaning for particular audiences and purposes

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Unit 1: Optimising Performance • Sport Nutrition and Student Choice • Sports Medicine and First Aid with Basketball	Unit 2: Coaching and Officiating • Coaching and Volleyball • Officiating and Touch	Unit 3: Event Management • Tournament design with badminton • Event management for Year 7 or 8 practical	Unit 4: Fitness for Sport and Recreation • Fitness, strength and conditioning • Fitness for AFL 9s

Assessment

Students complete the following internal assessments for all units which contribute towards Student Reports.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): • Performance	Formative internal assessment 3 (FIA3): • Project
Formative internal assessment 2 (FIA2): • Project	

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Project	Summative internal assessment 3 (IA3): • Performance
Summative internal assessment 2 (IA2): • Performance	Summative internal assessment 4 (IA4): • Project

Please note, Applied Sport and Recreation is a different course to Certificate II Sport and Recreation with different objectives and course outcomes, however, there is a duplication of learning which may affect QCE credits if both are undertaken. Students can elect to enrol in Certificate III Fitness as a standalone course under this circumstance. Students considering Certificate III Fitness/Certificate II Sport and Recreation AND Applied Sport and Recreation need to discuss first with Guidance Staff and HOD - HPE.

Biology provides opportunities for students to engage with living systems.

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

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

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying

biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and waste • Cellular energy, gas exchange and plant physiology	Maintaining the internal environment • Homeostasis • Infectious diseases and Epidemiology	Biodiversity and the interconnectedness of life • Biodiversity and Populations • Functioning ecosystems and succession	Heredity and continuity of life • Genetics and heredity • Continuity of life on Earth

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative internal assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): Data Test	
Formative internal assessment 2 (IA2): Student Experiment	Formative internal assessment 4 (IA4) Examination

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

Summative assessments

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

Chemistry is the study of materials and their properties and structure.

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): Data test	Formative internal assessment 3 (IA2): Student Experiment
Formative internal assessment 2 (IA4) Examination	

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

Summative assessments

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

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

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

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

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

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

Pathways

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

Objectives

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

- Describe ideas and findings
- Apply understanding
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions

Structure

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): Data Test	Formative internal assessment 3 (IA2): Student Experiment
Formative internal assessment 2 (IA3): Research Investigation	Formative internal assessment 4 (IA4) Examination

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

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

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

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

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

Objectives

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

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

Structure

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): • Examination (Data test)	Formative internal assessment 2 (IA2): • Student Experiment
Formative internal assessment 3 (IA3): • Research Investigation	Formative internal examination (IA 4) • Examination

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

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

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

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

Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes.

Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike scientific contexts.

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to

accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

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

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

Pathways

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

Objectives

- By the conclusion of the course of study, students should:
- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Structure

Students will study 4 Unit Options below (chosen by the course coordinator)

Unit 1 – Option A	Unit 2 – Option B	Unit 3 – Option C	Unit 4 – Option D	Unit 5 – Option E	Unit 6 – Option F
Consumer Science • Biology & Chemistry Role in Development & Use of Consumer Products • Food Microbiology • Psychology Behind Product Advertisements	Ecology • Organism Interactions & Environment • Ecosystem Water Management • Human Interactions & Impacts on Environment • Field Trip, Data collection & Analysis	Forensic Science • Crime Scene Analysis • Fingerprint & Bite Mark Analysis • Blood Typing • Casting • Chromatography • FDS Incursion	Disease • Disease in Society (lifestyle and infectious) • Disease Types • Disease Causes • Historical analysis of Identification, Diagnosis and Management of Diseases Over Time • Methods of Disease Transmission	Sustainability • Energy Sources • Energy Types • Theme Park Excursion • Ocean Acidification • Greenhouse Gases	Transport • Energy • Energy Transfer • Energy change • Laws of Motion • Energy Efficiency • Aerodynamics • Chain Reaction Machines

Assessment

Students complete the following internal assessments for all units which contribute towards Student Reports.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Applied Investigation	Formative internal assessment 3 (FB1): • Applied Investigation
Formative internal assessment 2 (FA2): • Practical Report	Formative internal assessment 4 (FB2): • Practical Report

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 (IC1): • Applied Investigation	Summative internal assessment 3 (ID1): • Applied Investigation
Summative internal assessment 2 (IC2): • Practical Report	Summative internal assessment 4 (ID2): • Practical Report

Chinese provides students with the opportunity to reflect on their understanding of the Chinese 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 Chinese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. Students will 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

Studying Chinese opens the door to a world of possibilities. Proficiency in Mandarin and a strong sense

of intercultural understanding can give you an advantage in countless fields – from international business, law, and hospitality to science, technology, social sciences, and education. Whether you dream of working overseas, collaborating with global partners, or making a difference closer to home, Chinese can set you apart and help you build a rewarding and future-focused career.

Objectives

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

- Comprehend Chinese to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning
- Analyse and evaluate information and ideas to draw conclusions
- Apply knowledge of language elements of Chinese to construct meaning
- Structure, sequence and synthesise information to justify opinions and perspectives
- Communicate using contextually appropriate Chinese

Structure

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Examination- short response	Formative internal assessment 3 (FIA3): Multimodal presentation and interview
Formative internal assessment 2 (FIA2): Examination- extended response and student-centred conversation	

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination – short response	20%	Summative internal assessment 3 (IA3): Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): Examination – extended response and student-centred conversation	25%	Summative external assessment (EA): Examination – combination response	25%

Accelerated pathway for Chinese Acceleration Graduates (via Leap)

Students who have graduated from the Chinese Acceleration Program have the option to study the Chinese General Senior subject across Years 10 and 11. This accelerated study option provides students with the opportunity to complete their Senior Chinese study by the end of Year 11. Students study the same syllabus and Units as described here.

Advanced study in an additional language, as offered in Chinese Extension, equips students with a deeper intercultural understanding and enhanced communicative abilities, preparing them for an increasingly globalised world. Students use their background knowledge and skills in Chinese in order to investigate how meaning is communicated in Chinese texts. In doing so, they use and enhance the language acquired and developed in the General Chinese syllabus to engage more deeply with a range of text types by creating meaning in Chinese. Use of Chinese as the main medium for communication enables students to engage with creative thought and expression in Chinese in an increasingly complex range of social and cultural contexts.

As this course is an Extension subject, it is expected that students will engage with authentic texts that are challenging in their language elements and in their ideas and concepts. As students develop their analytical, creative and critical thinking in Chinese, students will reflect on their perspectives and attitudes. Chinese Extension places students at the centre of their own learning. In Chinese Extension, students also develop a deeper appreciation of cultural context as they analyse, investigate and create a range of Chinese texts.

Pathways

Chinese Extension is a General subject suited to students who are interested in pathways beyond school that lead to

tertiary studies, vocational education or work. A course of study in Chinese Extension can establish a basis for further education and employment, such as in the fields of linguistics, translation or teaching. Many professions and industries, including business, hospitality, law, science, technology, sociology and anthropology, value the knowledge of an additional language and the intercultural understanding it encompasses.

Objectives

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

- Apply knowledge of language elements, structures and textual conventions to explore how meaning is conveyed in texts.
- Make decisions about language elements, structures and textual conventions to create or determine meaning in texts.
- Interpret how meaning, attitudes, perspectives and values underpin texts and influence audiences.
- Analyse and evaluate information and ideas to draw conclusions, justify points of view and construct arguments.
- Create texts that communicate information and ideas in Chinese for context, purpose, audience, tone and cultural conventions.
- Structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.

Structure

Chinese Extension is a course of study consisting of two units. Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

Chinese Extension is an extension of the General syllabus in Chinese and should be read in conjunction with that syllabus.

The course is studied either concurrently with, or after, Units 3 and 4 of the General courses in Chinese, or its equivalent.

'Equivalent' refers to compatible interstate or overseas school Chinese syllabuses or qualifications.

Unit 3 is prerequisite learning for Unit 4. Students complete Unit 3 before beginning Unit 4. The results from Units 3 and 4 will contribute to ATAR calculations.

Unit 3	Unit 4
Guided investigation The school chooses two areas of study from the list below. • literature • the arts • social sciences • media studies • innovation, science and technology • business and commerce	Independent investigation The student chooses an area of special interest that is not an extension of a learning experience undertaken in the subject matter of Unit 3.

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1: Examination – combination response	20%	Summative internal assessment 3: Project – investigative folio and interview	30%
Summative internal assessment 2: Examination – extended response	25%	Summative external assessment: Examination – extended response	25%

Spanish provides students with the opportunity to reflect on their understanding of the Spanish 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 Spanish-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

Learning Spanish can open doors to exciting opportunities in study, work, and travel. Proficiency in Spanish and strong intercultural skills are highly valued in fields such as international business, hospitality, law, science, technology, social sciences, and education. Whether you want to build a career that connects you with people around the world, explore new cultures, or gain a competitive edge in a global job market, studying Spanish provides a powerful foundation for your future.

Objectives

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

- Comprehend Spanish to understand information, ideas, opinions and experiences.
- Identify tone, purpose, context and audience to infer meaning.
- Analyse and evaluate information and ideas to draw conclusions.
- Apply knowledge of language elements of Spanish to construct meaning.
- Structure, sequence and synthesise information to justify opinions, ideas and perspectives.
- Communicate using contextually appropriate Spanish.

Structure

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): Examination- short response	Formative internal assessment 3 (IA3): Multimodal Presentation and interview
Formative internal assessment 2 (IA2): Examination- extended response and student-centred conversation	

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination – short response	20%	Summative internal assessment 3 (IA3): Multimodal Presentation and interview	30%
Summative internal assessment 2 (IA2): Examination – extended response and student-centred conversation	25%	Summative external assessment (EA): Examination – combination response	25%

Accelerated Spanish pathway for Spanish Immersion Graduates (via LEAP)

Students who have graduated from the Spanish Immersion Program have the option to study the Spanish General Senior subject across Years 10 and 11. This accelerated study option provides students with the opportunity to complete their Senior Spanish study by the end of Year 11. Students study the same syllabus and Units as described here.



Senior External Examinations (QCAA SEE)

- [Arabic](#)
- [Chinese](#)
- [English](#)
- [Indonesian](#)
- [Korean](#)
- [Latin](#)
- [General Mathematics](#)
- [Modern Greek](#)
- [Polish](#)
- [Punjabi](#)
- [Russian](#)
- [Sinhala](#)
- [Tamil](#)
- [Vietnamese](#)

The Senior External Examination is designed for students in their final year of senior secondary schooling who are unable to access certain subjects at their school because of timetable clashes or subject availability

Senior External Examination results are based solely on a student's examination performance. Examinations are completed during the QCAA External Assessment Period.

Dance

General Senior subject

General

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints, integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and

collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries 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 dance concepts and skills
- Apply literacy skills
- Organise and apply the dance concepts
- Analyse and interpret dance concepts and skills
- Apply technical skills
- Realise meaning through expressive skills
- Create dance to communicate meaning
- Evaluate dance, justifying the use of dance concepts and skills.

Structure

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): • Performance	Formative internal assessment 3 (IA3): • Project – dance work
Formative internal assessment 2 (IA2): • Choreography	

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project – dance work	35%
Summative internal assessment 2 (IA2): • Choreography	20%		
Summative external assessment (EA): 25% • Examination – extended response			

Drama

General Senior subject

General

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, psychology, 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? • Verbatim Theatre • Cultural inheritances of storytelling • Oral history and emerging practices • A range of linear and non-linear forms	Reflect How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • Associated conventions of styles and texts	Challenge How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • Associated conventions of styles and texts	Transform How can you transform dramatic practice? • Contemporary performance • Associated conventions of styles and texts • Inherited texts as stimulus

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): Performance	Formative internal assessment 3 (IA3): Project – practice-led project
Formative internal assessment 2 (IA2): Project – dramatic concept	

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			

Film, Television & New Media

General Senior subject

General

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

- Explain the features of moving-image media content and practices
- Symbolise conceptual ideas and stories
- Construct proposals and construct moving-image media products
- Apply literacy skills
- Analyse moving-image products and contexts of production and use
- Structure visual, audio and text elements to make moving-image media products
- Experiment with ideas for moving-image media products
- Appraise film, television and new media products, practices and viewpoints
- Synthesise visual, audio and text elements to solve conceptual and creative problems.

Structure

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): Case study investigation	Formative internal assessment 3 (IA3): Genre project - short film festival
Formative internal assessment 2 (IA2): Genre project - trailer	

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Case study investigation	15%	Summative internal assessment 3 (IA3): Stylistic production	35%
Summative internal assessment 2 (IA2): Multi-platform project	25%		
Summative external assessment (EA): 25% Examination – extended response			

Music

General Senior subject

General

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

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

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

Pathways

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

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

Objectives

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

- Demonstrate technical skills
- Explain music elements and concepts
- Use music elements and concepts
- Analyse music
- Apply compositional devices
- Apply literacy skills
- Interpret music elements and concepts
- Evaluate music to justify the use of music elements and concepts
- Realise music ideas
- Resolve music ideas.

Structure

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): • Performance and Reflective Statement	Formative internal assessment 3 (IA3): • Integrated Project – Musicology study
Formative internal assessment 2 (IA2): • Composition and Reflective Statement	

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 and Reflective Statement		Integrated project (Musicology Study and Performance or Composition)	
Summative internal assessment 2 (IA2):	20%		
Composition and Reflective Statement			
Summative external assessment (EA): 25%			
Examination			

Music Extension (Composition)

General Senior subject

General

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

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

Pathways

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

Objectives

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

- Apply literary skills
- Evaluate music and ideas about music
- Examine music and ideas about music
- Express meaning, emotion or ideas about music
- Apply compositional devices
- Manipulate music elements and concepts
- Resolve music ideas.

Structure

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

Assessment

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

Summative assessments

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

Music Extension (Performance)

General Senior subject

General

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

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

Pathways

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

Objectives

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

- Apply literary skills
- Evaluate music and ideas about music
- Examine music and ideas about music
- Express meaning, emotion or ideas about music
- Apply technical skills
- Interpret music elements and concepts
- Realise music ideas.

Structure

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

Assessment

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

Summative assessments

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

Visual Art

General Senior subject

General

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

Assessment

Students complete the following internal assessments for Units 1 and 2 which contribute towards Student Reports. Formative assessment 4 will provide students with an understanding of key features of the Summative External Assessment Examination in Year 12.

Formative assessments

Unit 1	Unit 2
Formative internal assessment 1 (IA1): Investigation – inquiry phase 1	Formative internal assessment 3 (IA3): Project – inquiry phase 3
Formative internal assessment 2 (IA2): Project – inquiry phase 2	

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	20%	Summative internal assessment 3 (IA3): Project – inquiry phase 3	30%
Summative internal assessment 2 (IA2): Project – inquiry phase 2	25%		
Summative external assessment (EA): 25% Examination			



INDOOROOPIILLY
STATE HIGH SCHOOL

YEARS 10, 11 & 12
VOCATIONAL
EDUCATION AND
TRAINING (VET)
SUBJECTS

Overview**What is Flight Training?**

In Years 11 and 12, students can undertake Flight Training at the Indooroopilly State High School campus and at Archerfield Airport. The subject does not contribute towards an ATAR. Flight Training covers Basic Aeronautical Knowledge (BAK) and Private Pilot Licence (PPL) Theory. Students will engage in flying training at their choice of flying school. Flying training proceeds through first solo, RPL (Recreational Pilot Licence) and culminates with a Private Pilot Licence (PPL).

Why study Flight Training?

How would you like to have your Private Pilot Licence when you graduate from Year 12? Better still, how would you like to perform your first solo in a light aircraft six months before you can legally drive a car? If so, then this is the subject for you . . . especially so if you are looking forward to a career in aviation.

This qualification may cover the following training and assessment plan:

Course Outline

Topics covered in the BAK and PPL courses include aircraft familiarisation, aviation terminology, communications, aircraft general knowledge and control, rules and procedures of flight, theory of flight, meteorology and navigation.

Costs Involved

It is expected that fees up to the granting of a Private Pilot Licence will be over \$20,000 and will vary from flying school to flying school and from student to student. Fees are paid to the flying school (not ISHS) upon the completion of each flying lesson and/or briefing.

Preferred Pre-Requisites

Students must:

- Be a minimum of 16 years of age to undertake the first solo flight
 - It is recommended that, in addition to Flight Training, you select English, Mathematical Methods, Physics and 2 other subjects including Aerospace Systems. Students need to know that a pass in Senior Mathematical Methods is a requirement for employment by the major airlines.
-

Assessment

Theory Tests are provided by the flying schools. Practical flying tests are conducted at Archerfield Airport.

(National Training Package Code: PSP Public Sector Training Package)

Lead RTO: Indoороopilly State High School (RTO No: 30305)

Overview

Auslan (Australian Sign Language) is the language of the Deaf Community in Australia. The language and culture of Auslan is rapidly gaining interest in the community and therefore employment opportunities are increasing. This course teaches students basic signing skills to communicate in Auslan. To complement their development of Auslan skills, students will also gain insight into Deaf culture. After successful completion of this course, students will be able to communicate with Deaf/Hard of Hearing people on a variety of basic and familiar topics.

The course contributes four QCE credits

Course Outline

This is a one-year course delivered on site to senior school students. Auslan is a visual, spatial language which uses hand shapes and movements as well as facial expressions and body language. Auslan has its own vocabulary and grammar that is different from that of spoken languages. This course begins with introductory signing skills and then moves on to developing skills to confidently communicate in routine contexts, while obtaining knowledge of Deaf culture and protocols.

Students will understand Auslan signs and frequently used expressions related to relevant topics of conversation, including basic personal and family information, shopping, local geography, and employment.

Course units

- PSPLAN001 – Converse in Auslan at a basic user level
 - PSPLAN002 – Compare the fundamental differences between Auslan and English structure
 - PSPLAN003 – Source information on Deaf culture, and communicate according to Deaf protocol
-

Assessment

Assessment is competency based. Assessment techniques include:

- Observation (expressive and receptive Auslan)
- Folios of work
- Questionnaires
- Written and practical tasks

Note that a significant portion of this course is practical, students are required to be involved in the practical component of this course.

Future Options

Certificate III Auslan

Employment opportunities within education, childcare, community welfare, public service, and health. Auslan interpreting is a growing industry with between 10,000 – 30,000 Auslan users in Australia, but only 600 registered interpreters.

Cost

Please refer to the Student Resource Scheme documentation for the details on the cost.

(National Training Package Code: SIT Tourism and Hospitality Training Package)

Lead RTO for Certificate II in Hospitality: Blueprint Career Development (RTO No: 30978)



Overview

What is Certificate II in Hospitality?

This course offers opportunities to engage with and understand the differing roles in the Creative Arts such as skilled operators in digital video, online content creation, and film and television production services. The focus of this Certification is on practical tasks and media content which are real-world and mirror industry standards.

Why study Certificate II in Hospitality

Whether you are interested in food, coffee, people, tourism, travel, or housekeeping hospitality is an exciting industry. The Certificate II in Hospitality teaches the basic skills for working effectively and safely, discovering how to interact with customers, and increasing hospitality knowledge and skills to boost cultural awareness.

Course Outline

The Certificate II in Hospitality is completed over 18 months, with course intakes taking place during Term 1 only.

Certificate II in Hospitality

- SITXCCS011 Interact with customers
- SITXWHS005 Participate in safe work practices
- SITXCOM007 Show social and cultural sensitivity
- SITHIND006 Source and use information on the hospitality industry
- SITHIND007 Use hospitality skills effectively
- BSBTWK201 Work effectively with others
- SITHFAB025 Prepare and serve espresso coffee
- SITHCCC025 Prepare and present sandwiches
- SITHFAB021 Provide responsible service of alcohol
- SITHFAB024 Prepare and serve non-alcoholic beverages
- SITXFSA005 Use hygienic practices for food safety
- BSBPEF101 Plan and prepare for work readiness

** These units may change but prior notification will be given.*

Learning Experiences

- Hospitality work experience
- Prepare and serve beverages
- Customer service
- Acceptable hygiene practices

Assessment

Students will be required to actively work at all times throughout the course, at times without direct supervision. Practical and theory components will be assessed. Students are required to attend a work placements at a Hospitality Business, where a TLC trainer will make practical observations. Upon successful completion, you may be awarded a total of 4 credit points towards your QCE. A Statement of Attainment or Certificate II in Hospitality will be issued for completed competencies.

Future Options

- Hospitality worker

Cost

This is a Career Ready funded qualification for eligible students. Refer to page 13 for more information on Career Ready funding. If students are not eligible for funding, the approx. cost of the course is \$1,300.

Delivered in Partnership with Connect 'n' Grow® (RTO No: 40518)



Overview

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. These programs combine to provide students with entry level skills necessary for a career in the health sector and also provide a pathway to pursue further study. Skills acquired in this course include first aid, effective communication, workplace health and safety, infection control, understanding common medical terminology, conducting health checks, recognising healthy body systems and working with diverse people.

Refer to training.gov.au for specific information about the qualification.

Maximum 8 (up to 4 QCE Credits for completion of the Certificate II and up to a further 4 QCE credits for completion of the Certificate III).

Course Outline

This is a two-year course delivered on site to senior school students and in partnership with Connect 'n' Grow®.

There are no entry requirements to commence the first year of this qualification; however successful completion of the Certificate II in Health Support Services is required to continue into the Certificate III coursework.

International students may be able to enrol depending on their visa and/or the school's CRICOS registration. Contact the VET Coordinator for more information.

Course units Year 1 (Certificate II units)

Unit code	Title
CHCCOM005	Communicate and work in health or community services *
HLTWHS001	Participate in workplace health and safety *
CHCDIV001	Work with diverse people *
HLTINF006	Apply basic principles and practices of infection prevention and control *
CHCCCS010	Maintain a high standard of Service *
HLTHSS011	Maintain stock inventory
BSBPEF202	Plan and apply time management
BSBINS201	Process and maintain workplace information
HLTHSS009	Perform general cleaning tasks in a clinical setting
HLTWHS005	Conduct manual tasks safely
BSBOPS203	Deliver a service to customers
CHCPRP005	Engage with health professionals and the health system *

*units Credit Transferred from Cert II into the Cert III

Course units Year 2 (Certificate III units)

Unit code	Title
HLTAAP001	Recognise healthy body systems
BSBMED301	Interpret and apply medical terminology
BSBWOR301*	Organise personal work priorities and development
BSBPEF301	Organise personal work priorities
HLTAID011	Provide first aid
HLTAID009	Provide cardiopulmonary resuscitation
HLTAID010	Provide basic emergency life support
CHCINM002	Meet community information needs
CHCCCS009	Facilitate responsible behaviour
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by Connect 'n' Grow®. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

face-to-face training
practicals and scenarios
online learning

Assessment

Assessment is competency based. Assessment techniques include:

- Observation
 - folios of work
 - questionnaires
 - written and practical tasks
-

Work Experience

Students are highly encouraged to complete a minimum of 20 hours work experience in a health or community service facility to strengthen their skills, knowledge and employability. Connect 'n' Grow® considers industry experience to be a very important inclusion of the Certificate III qualifications.

Future Options

Potential options may include:

- Various Certificate IV qualifications
 - Diploma of Nursing
 - Bachelor Degrees (B.Nursing)
 - entry level employment within the health industry.
-

Cost

Please refer to the Student Resource Scheme documentation for the details on the cost. Certificate II in Health Support Services **may** be a Career Ready funded qualification for **eligible** students. Refer to page 4 for more information on Career Ready funding. If the course is not a Career Ready funded course or students not eligible for Career Ready funding, they will be required to pay the full course fee. This fee is to be confirmed for 2027.

**(National Training Package Code: SIS - Sport, Fitness and Recreation Training)
Delivered in conjunction with binnacle training (RTO 31319)**

**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 as an RTO provides, and those services carried out by the School as Third Party (i.e., the facilitation of training and assessment services). To access Binnacle's PDS, please visit: <https://www.binnacletraining.com.au/product-disclosure-statement/>

Overview

What is the Certificate III Fitness/Certificate II Sport and Recreation and why study it?

The Certificate III in Fitness/Certificate II in Sport and Recreation provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor). Students facilitate programs within their school community including:

- Community fitness programs
- Strength and conditioning for athletes and teams
- 1-on-1 and group fitness sessions with male adults, female adults and older adult clients.

Students will acquire skills in:

- Client screening and health assessment
- Planning and instructing fitness programs
- Deliver 1-on-1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

Pathway options may include:

- Group exercise instructor or gym fitness instructor
- Pathway into Certificate IV in Fitness or University degree

What will students achieve?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20122 Certificate II in Sport and Recreation
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (nonaccredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

Eligible students may be able to include Certificate II Sport and Recreation as part of their Certificate III Fitness course. Please note, the Certificate II Sport and Recreation is a different course to Applied Sport and Recreation with different objectives and course outcomes, however, there is a duplication of learning which may affect QCE credits if both are undertaken. Students can elect to enrol in Certificate III Fitness as a standalone course under this circumstance. Students considering Certificate III Fitness/Certificate II Sport and Recreation AND Applied Sport and Recreation need to discuss first with Guidance Staff and HOD - HPE.

Entry Requirements

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries.

A Language, Literacy, Numeracy and Digital Literacy (LLND) screening process is undertaken as part of pre-enrolment in order to provide advice to students on the suitability of the training product.

Code	Title	Code	Title
HLTWS001	Participate in workplace health and safety	SISFFIT035	Plan group exercise sessions
BSBPEF301	Organise personal work priorities	SISFFIT036	Instruct group exercise sessions
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT032	Complete pre-exercise screening and service orientation
BSBOPS304	Deliver and monitor a service to customers	SISFFIT033	Complete client fitness assessments
BSBSUS211	Participate in sustainable work practices	SISFFIT052	Provide healthy eating information
BSBPEF202	Plan and apply time management*	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISSPAR009	Participate in conditioning for sport*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXCCS004	Provide quality service	HLTAID011	Provide First Aid
SISXEMR003	Respond to emergency situations	SISXFAC006	Maintain activity equipment*
SISOFLD001	Assist in conducting recreation sessions*		
* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)			

Assessment

Program delivery will combine both class-based tasks and practical components in a real sport and fitness environment at the school. This involves the delivery of a range of practicals within their school community and to adult (18+) and older adult (55+) clients. A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities including client interactions.
- Group projects.
- e-Learning projects

Note: Students who enrol in the course mid-term may not receive the qualification but will be credited with the units of competency they have completed for transfer to another organisation.

Entry Requirements

Nil.

Third Party Agreement

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

Costs for the course

- \$658.88 (program fee = \$73.88 + Cert II entry qualification = \$395.00* + Cert III Gap fee = \$100.00 + First Aid = \$90.00). This will cover the two-year course, including the Binnacle Training Fees and the First Aid Certificate costs.
- Payment may also be required to cover excursions to other outside venues to participate in and to conduct fitness activities across Years 11 and 12 – for example, gym access. Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date. All texts and reprographics are provided by the school.

* Eligible students may be able to access funding to subsidise the cost of this course. Please speak with HOD – HPE for more information.

Third party services statement

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

(National Training Package Code: CUA Visual Arts, Craft and Design Training Package)

Lead RTO: Indooroopilly State High School (RTO No: 30305)

Overview

What is Certificate II in Visual Arts?

This course is an alternative vehicle to the Visual Art course and has a vocational focus providing a hands-on approach to learning about Visual Art. It is offered to those students who have had success in Years 8-10 in developing creative ideas in visual and tactile work and who would like to extend their skills in particular Visual Art areas and receive a Certificate II in this field.

Why study Certificate II in Visual Arts?

This course provides opportunities for students to learn about a variety of techniques and skills used in the art world. Students are also able to express themselves through different art making techniques and processes such as drawing, painting and printmaking.

Course Outline

Certificate II in Visual Arts is a flexible program that consists of coursework activities as well as the opportunity to instigate individually designed projects. Students will be provided with the opportunity to produce a folio of practical work within their particular art discipline and interests.

They will be involved in 4 units of work, covering the 9 competencies, over the two years:

Certificate II in Visual Art

- BSBWHS211 - Contribute to the health and safety of self and others
- CUAACD201 - Develop drawing skills to communicate ideas
- CUAPPR211 - Make simple creative work
- CUARES202 - Source and use information relevant to own arts practice
- CUADRA201 - Develop drawing skills
- CUAPAI211 - Develop painting skills
- CUASCU211 - Develop sculptural skills
- CUAPRI211 - Develop printmaking skills
- CUAPPR202 - Participate in planning process for proposed artwork sites

Students will be learning about the design elements and principles and be able to understand and respond to their own and others' arts work. In this way, students' imaginative, emotional, aesthetic, analytical and reflective experiences are heightened, fostering creativity and developing problem-solving skills.

Learning Experiences

Students will learn about workplace health and safety, effective work practices and self-promotion. Preparation for the workplace is further enhanced through fostering a positive work ethic, teamwork and project management skills.

Preferred Pre-Requisites

To participate in Certificate II in Visual Arts, students should have demonstrated an interest in Visual Art in Years 8-10. A commitment to working collaboratively with others on joint projects and meeting deadlines is essential.

Assessment

This subject is competency based and is dependent on the student showing competencies in each of the units. Students will be required to actively work at all times throughout the course, at times without direct supervision. Project, daily work aptitude, attitude and theory components will be assessed.

Upon successful completion students may be awarded a total of 4 credit points towards their QCE.
A Statement of Attainment or Certificate II in Visual Art will be issued for completed competencies.

Note: Students who enrol in the course mid-term may not receive the qualification. Students who enter a VET course after the start date have the opportunity to negotiate a package of units that will lead to a Statement of Attainment. For further information please refer to the VET Student handbook.

Results gained are not included in the calculation of your ATAR but Certificate II in Visual Art may be used to gain credit in a related Industry Apprenticeship, TAFE and other Training courses.

Future Options

If you are interested in working in the commercial or creative industries field, Certificate II in Visual Art will allow you to put together a folio of your work to present to your prospective employers.

COST

\$50 per year

(National Training Package Code: BSB - Business Services Training)
Lead RTO for Diploma of Business: Barrington College (RTO No: 45030)



Overview

What is DIPLOMA of BUSINESS?

It offers opportunities to engage with and understand the practical aspects of a range of business situations in the private and public sectors. Diploma of Business is part of the Australian Qualifications Training Framework (AQTF) and:

- If a student gains entry to TAFE or a Traineeship that uses these competencies, they will not have to complete them again, thus saving time and money;
- Valuable employment skills gained, thus providing meaningful pathways in both private and government sectors.

Why study DIPLOMA of BUSINESS?

This course enables students to work towards gaining a nationally recognised certificate by completing relevant competencies. The Diploma provides students with a range of personal and interpersonal skills with general application to personal and work life. Specific knowledge and skills related to employment within the business services area is the focus of the course. Students will develop skills that will enable them to work independently and responsibly.

This qualification may cover the following training and assessment plan:

Course Outline

DIPLOMA of BUSINESS is based on the following units of competency selected from the Business Services Training Package (BSB):

- | | |
|--|---|
| • BSBCRT511 Develop Critical Thinking in Others | • BSBHRM525 Manage Recruitment and Onboarding |
| • BSBFIN501 Manage Budgets and Financial Plans | • BSBOPS504 Manage Business Risk |
| • BSBOPS501 Manage Business Resources | • BSBPMG430 Undertake Project Work |
| • BSBXCM501 Lead Communication in the Workplace | • BSBTWK503 Manage Meetings |
| • BSBSUS511 Develop Workplace Policies and Procedures for Sustainability | • BSBPEF502 Develop and Use Emotional Intelligence |
| | • BSBCMM411 Make a Presentation |
| | • BSBMKG541 Identify and Evaluate Marketing Opportunities |

Learning Experiences

The subject will provide the opportunity to develop skills in business communication and technology, applying knowledge and skills to real-life situations. Activities require the ability to analyse, evaluate and provide recommendations from the perspective of an employer, employee, or self-employed individual.

Preferred Pre-Requisites

B in English and General Mathematics advised

Assessment

A variety of techniques are used to complete the competencies including online modules, assignments and observations.

Students must successfully complete all competencies to be awarded a Diploma of Business qualification. The Diploma contributes up to eight points towards the Queensland Certificate of Education (QCE).

Future Options

- Ideal for students planning to pursue further tertiary study in the field of Business
- Interested in seeking employment opportunities in Business
- Computer and life skills that will assist with further study
- Study at university to higher levels.
- For selected university courses, completed Diploma qualifications will be awarded credit for prior learning, which means that the duration and cost of university studies can be reduced. Some universities may not offer credit on entry to courses.

<https://training.gov.au/Training/Details/BSB50120>

Costs of the Course

- Domestic: \$2700 not including Payment Plan Fee, \$2800 including Payment Plan Fee
- International: \$2950 not including Payment Plan Fee, \$3050 including Payment Plan Fee

This covers the enrolment and tuition fee for the course, completed over 18 months. Payment plans are available.



INDOOROOPIILLY
STATE HIGH SCHOOL

INTERNATIONAL BACCALAUREATE

The International Baccalaureate (IB) is a curriculum offered at Indooroopilly State High School as an alternative to the Queensland Curriculum and Assessment Authority curriculum. Students who complete the IB Diploma will also receive an equivalent Australian Tertiary Admission Rank.

What is the International Baccalaureate (IB)?

The International Baccalaureate is a rigorous, international two-year curriculum. There are 2 million students from 6,200 schools in 160 countries that offer IB programmes. The IB incorporates the best elements of several national educational systems with a focus on academic rigour, an international perspective and the interrelationship of all knowledge.

What is the IB Organisation's mission statement?

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

How do students benefit from earning an IB Diploma?

The advantages afforded to a student earning an IB Diploma are many. Since the Diploma is internationally recognised, universities throughout the world are eager to admit Diploma-holders into their institutions because the IB Diploma demonstrates a broad general education and indicates that a student has knowledge and ability in many academic areas.

Each of the IB's programmes is committed to the development of students according to the IB learner profile.

The profile aims to develop learners who are:

- | | |
|-----------------|---------------|
| • Inquirers | • Open-minded |
| • Knowledgeable | • Caring |
| • Thinkers | • Risk-takers |
| • Communicators | • Balanced |
| • Principled | • Reflective |

Assessment

At the end of the two-year programme, candidates are assessed both internally and externally in ways that measure individual performance against stated curriculum and assessment objectives for each subject. The grading system is criterion-related (results are determined by performance against set standards, and not in relation to the performance of other students); validity, reliability, and fairness underpin the assessment practices of the Diploma Programme.

In all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, reports, class presentations, practical laboratory work, mathematical investigations and artistic performances.

Some assessment tasks are conducted and overseen by teachers but are then marked externally by examiners. Examples include written assignments for language subjects in Groups 1 and 2, the essay for Theory of Knowledge and the Extended Essay. Due to the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the larger share of the assessment for most subjects.

What IB classes are offered at ISHS?

- **Group 1 – English A Language & Literature**
- **Group 2 – Second language**
 - Spanish *ab initio* (beginners in the language)
 - Spanish B HL (non-native and native speakers who have studied Spanish for at least three years)
 - Mandarin *ab initio* (beginners in the Language)
 - Mandarin B HL (for native and non-native speakers who have studied Chinese for at least three years)

- **Group 3 – Individuals and Societies**
 - History
 - Business and Management
 - Psychology
 - **Group 4 – Experimental Sciences**
 - Biology
 - Chemistry
 - Physics (students may choose to undertake two Science subjects in the following combinations – Biology and Chemistry, or Physics and Chemistry)
 - **Group 5 – Mathematics**
 - Mathematics Applications & Interpretation or Mathematical Analysis & Approaches
 - **Group 6 – Art and Electives**
 - Visual Arts or Music – (Students who choose Chemistry do not do a Group 6 subject)
-

IB Other Requirements

There are three essential components in the IB curriculum: Extended Essay, Theory of Knowledge and Creativity Activity and Service (CAS).

- The Extended Essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest and acquaints students with the independent research and writing skills expected at university.
- The interdisciplinary Theory of Knowledge course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other perspectives.
- Participation in the CAS programme encourages candidates to be involved in creative pursuits, sports/physical activity, and community service work. The programme fosters students' awareness and appreciation of life beyond the academic arena.

For a full outline of the International Baccalaureate Diploma Programme please see the [International Baccalaureate Handbook](#).

Overview

What is IB Biology?

Biology is the study of all living things. It aims to provide an understanding of the structure and function of organisms, and how they interact with one another. Biology is an intellectually challenging topic that helps students to not only understand the interconnected world around us, but to apply that understanding to investigate innovative solutions to real-world problems. IB Biology students are critical and creative thinkers that develop the ability to analyse data, evaluate methodology, and communicate information in a variety of ways. IB Biology students are critically aware as global citizens, in particular of the ethical implications of biotechnology, scientific advancements and human impacts on the environment.

Why study IB Biology?

An understanding of biology is essential for many tertiary pathways and careers, particularly in science, environmental, and medical fields. IB Biology is also internationally recognised for university entrance and provides students with strong scientific knowledge and analytical skills valued across a wide range of professions. Biology is an important part of scientific literacy in modern society. Biological knowledge helps people make informed decisions about health, nutrition, medicine, environmental sustainability, and emerging technologies. It shapes understanding of issues such as climate change, genetic engineering, vaccination, disease diagnosis and treatment, food production, conservation, biotechnology, and medical ethics. Through studying biology, students develop the skills needed to critically evaluate scientific information and engage thoughtfully with complex global issues.

Course Outline

The biology syllabus comprises four themes, each being a lens through which the syllabus content can be viewed:

- **Theme A:** Unity and diversity
- **Theme B:** Form and function
- **Theme C:** Interaction and interdependence
- **Theme D:** Continuity and change

The arrangement of syllabus content follows four levels of biological organization, which also serve as conceptual lenses.

- **Level 1:** Molecules
 - **Level 2:** Cells
 - **Level 3:** Organisms
 - **Level 4:** Ecosystems
-

Learning Experiences

Core theory topics are enhanced through practical discovery by both hands-on experiments and teacher-led demonstrations. There is an emphasis on hypothesis testing via experimental design, data analysis and communication of experimental findings. Students are given time to explore experimental techniques and redesign experiments. The practical component is minimum 40 hours for SL and 60 hours for HL.

Preferred Pre-Requisites

Students should have successfully completed Biology in Year 10. Junior Science students who consistently achieve an A or B level are well placed to be successful. Students need to be independent learners who are good at time-management.

Assessment

The course involves both internal and external assessment. External assessment contributes 80% of the course marks in the form of examinations at the end of year 12. Internal assessment which is in the form of a scientific investigation contributes 20% of the course marks.

Formative school assessments occur throughout the course to provide students and parents feedback on progress. These assessments replicate the summative assessment formats to give students ample practice in preparation.

There are two papers in the external assessment Term 4 Year 12:

-
- Paper 1 - Multiple choice questions and data-based questions
 - Paper 2- Data-based, short response, and extended-response questions.

The practical component is minimum 40 hours for SL and minimum 60 hours for HL.

Future Options

The study of Biology prepares you for a wide range of careers in Environmental Sciences, Health Sciences and more. For example: health-related industries (medicine, dentistry, pharmaceuticals, biomedical engineering), environmental advising, wildlife conservation, agriculture, forensic science, research, and education (secondary schools and universities).

Overview**What is Business Management?**

Business Management studies business functions, management processes and decision-making in an interconnected global market. It examines how decisions are influenced by factors internal and external to an organization, and how they impact its stakeholders. It also explores how individuals and groups interact within an organisation, how they may be successfully managed and how they can ethically optimise the use of resources in a world with increasing scarcity and concern for sustainability.

Why study Business Management?

You will learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organisations, in a variety of socio-cultural and economic contexts. It encourages the appreciation of ethical concerns and corporate social responsibility (CSR). Through the study of topics such as human resource management, organisational growth and business strategy, you will develop relevant and transferrable skills. These include the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. It also develops subject-specific skills, such as financial analysis.

Course Outline

The course covers strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Through the exploration of four concepts underpinning the subject (change, creativity, ethics and sustainability), the business management course will allow you to develop an understanding of interdisciplinary concepts from a business management perspective.

Learning Experiences

Learning is approached through examining case studies, examples and articles. You will be encouraged to work in a team and develop research and analysis skills. You may also participate in the ECOMAN program which allows you to “work” in a simulated business.

Preferred Pre-Requisites

No particular background is required; however, a familiarity with business and accounting concepts would be an advantage. If you have an interest in business and are prepared to work hard to research a range of businesses as well as investigate tools and techniques and apply them, you can do well in this subject.

Assessment

Students complete an Internal Assessment (IA), which involves a business research project and report based on a real-world organisation. External assessment consists of two examinations at the end of the two-year course for both Standard Level (SL) and Higher Level (HL), with questions based on case studies, stimulus material, and unseen business scenarios.

To prepare students for these assessments, each unit includes a range of formative and summative tasks such as case study analyses, data response questions, business reports, presentations, and examination-style responses. Assessment is inquiry-based and focuses on applying business concepts, tools, theories, and the four key concepts to real-world business situations. Students also complete cumulative assessment tasks throughout the course to develop their analytical and evaluative skills across all areas of the syllabus.

The external exams consist of 2-3 papers depending on whether a student selects SL or HL.

Future Options

Business Management provides a very useful foundation if you wish to pursue a business, accounting or economics course at university, or operate within a business at any level. It also provides the opportunity to develop research, evaluation and analysis skills that could be applied to many courses and career paths.

Overview

What is Chemistry?

Chemistry seeks to understand the structure of materials and the interactions between materials. It allows us to understand the world on a microscopic level and how that manifests in a macroscopic view. To study chemistry is to understand how matter interacts; from the creation of elements inside the stars to the chemical interactions in our body that are the basis of life. Chemistry is an intellectually challenging topic that forms the basis of, and is embedded in, other scientific topics. IB chemistry students are critical and creative thinkers that develop an ability to analyse, evaluate and synthesise scientific information and communicate in a variety of ways. IB chemistry students are critically aware as global citizens especially of the ethical implications of chemical technology.

Why study Chemistry?

An understanding of Chemistry is essential for further science and health based tertiary courses and many vocations. Science in the form of chemistry is also an essential part of general literacy in modern society, for example; the medicines we take; how we remove stains from our clothing and the informed use of stronger cheaper environmentally sustainable building materials.

Course Outline

There are 12 topics of study that are chosen at either Standard (SL) or Higher Level (HL). Nature of Science and Theory of Knowledge is integrated into the course. The IB Chemistry course contributes to the development of all attributes of the IB learner profile. Students become aware of how scientists work and communicate with each other. There is an emphasis on scientific method via a practical approach through experimental work.

Semester 1:

- **Structure 1. Models of the particulate nature of matter**
 - Structure 1.1 Introduction to the particulate nature of matter
 - Structure 1.2 The nuclear atom
 - Structure 1.3 Electron configurations
 - Structure 1.4 Counting particles by mass: The mole
 - Structure 1.5 Ideal gases
- **Structure 2. Models of bonding and structure**
 - Structure 2.1 The ionic model
 - Structure 2.2 The covalent model
 - Structure 2.3 The metallic model
 - Structure 2.4 From models to materials

Semester 2:

- **Structure 3. Classification of matter**
 - Structure 3.1 The periodic table: Classification of elements
 - Structure 3.2 Functional groups: Classification of organic compounds
- **Reactivity 1. What drives chemical reactions?**
 - Reactivity 1.1 Measuring enthalpy changes
 - Reactivity 1.2 Energy cycles in reactions
 - Reactivity 1.3 Energy from fuels
 - Structure 1.5 Ideal gases
 - Reactivity 1.4 Entropy and spontaneity (Additional higher level)

Semester 3:

- **Reactivity 2. How much, how fast and how far?**
 - Reactivity 2.1 How much? The amount of chemical change
 - Reactivity 2.2 How fast? The rate of chemical change
 - Reactivity 2.3 How far? The extent of chemical change
 - **Reactivity 3. What are the mechanisms of chemical change?**
 - Reactivity 3.1 Proton transfer reactions
 - Structure 3.2 Functional groups: Classification of organic compounds
 - Reactivity 3.2 Electron transfer reactions
 - Reactivity 3.3 Electron sharing reactions
-

Reactivity 3.4 Electron-pair sharing reactions

- **Scientific Investigation**

Semester 4:

Review and Examination Preparation

Learning Experiences

Core theory topics are enhanced by practical discovery both by “hands-on” experimental work and by demonstration. There is an emphasis on experimental design, data analysis and communication of experimental work via hypothesis testing. Students are given time to explore experimental techniques and redesign experiments.

Preferred Pre-Requisites

Students should have successfully completed Chemistry in Year 10. Junior Science students who consistently achieve an A or B level are well placed to be successful. Students need to be independent learners who are good at time-management.

Assessment

The course involves both internal and external assessment. External assessment contributes 80% of the course marks in the form of examinations at the end of Year 12. Internal assessment which is in the form of a scientific investigation contributes 20% of the course marks.

There is ongoing formative school assessment consistently throughout the course.

There are two papers in the external assessment Term 4 Year 12:

- Paper 1 - Multiple choice questions and data-based questions
- Paper 2- Data-based, short response, and extended-response questions.

The practical component is minimum 40 hours for SL and minimum 60 hours for HL

Future Options

The study of Chemistry prepares you for a wide range of careers in the Physical Sciences, the Biological/Environmental Sciences and the Health Sciences. For example: Manufacturing and processing industries, the environment, mining, pharmaceuticals and health-related industries, agriculture, food industries, state and federal government agencies (including forensic science, customs and patents) defence, education (secondary schools and universities) and research institutes, and in areas related to biotechnology and nanotechnology. It is required for entry to certain degree courses at universities and Diploma courses at TAFE colleges.

IB HL Chemistry students are often given credit for this course of study at some tertiary institutions.

Overview**What is English A: Language and Literature?**

English A: Language and Literature involves the study of a range of literary and non-literary texts, including forms such as the novel, poetry, graphic novels and political cartoons amongst others. Students will explore the nature of language and literary texts, the aesthetic function of language and textuality, and the relationship between each text and the global issues that it relates to in the real world.

Why study English A: Language and Literature?

Studying literature and language is an essential part of understanding humanity, culture and the identity of oneself and others. Students will look at a range of literary forms such as graphic novels, poetry, plays and novels and language texts such as film, speeches, political cartoons and protest art. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Course Outline

The English A: Language and Literature course is divided into three parts, each with a particular focus.

Readers, writers and texts

Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.

Time and space

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

Intertextuality: connecting texts

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

Learning Experiences

You will:

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures.
 - develop skills in listening, speaking, reading, writing, viewing, presenting and performing.
 - develop skills in interpretation, analysis and evaluation.
 - develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings.
 - develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings.
 - develop an understanding of the relationships between studies in language and literature and other disciplines.
 - communicate and collaborate in a confident and creative way.
 - foster a lifelong interest in and enjoyment of language and literature.
-

Preferred Pre-Requisites

Students achieving lower than a B in Year 10 English or Pre-IB English are strongly advised to choose English or Essential English (which would mean a QCAA pathway).

Assessment

Distinction between Standard Level and Higher Level:

The model for Language A: Language and Literature is the same at SL and HL but there are some quantitative and qualitative differences between the levels. SL students are required to study four literary works, whereas HL students are required to study six. Both courses look at a range of supplementary non-literary texts. There are three assessment tasks for SL while there are four assessment tasks for HL. Both courses are similar in demand and students of all levels can be successful at either course.

Both external and internal assessment are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment (the individual oral) is marked by teachers and externally moderated by the IB.

External Assessment (70%)

- Paper 1: Guided textual analysis (35% SL and HL)
The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students in SL choose one passage and write an analysis of it while students in HL must analysis both passages.
- Paper 2: Comparative Essay (35% SL) (25% HL)
The paper consists of four general questions and students write a comparative analysis in answer to one questions based on two literary works they have studied in class. This task is the same for both HL and SL.
- Higher Level (20% HL) essay
Students submit an essay on either a collection of non-literary texts by one author, or a literary work studied during the course.

Internal assessment (30%)

- Individual oral (30% SL) (20% HL)
This component consists of an individual oral of 15 minutes that is internally assessed by the teacher and externally moderated by the IB at the end of the course. The task is the same for both SL and HL but weighted more for SL students. When deciding between HL and SL, students should consider their comfort around speaking tasks.

Future Options

Demonstrated ability in English will help in all IB subjects. A passing grade in English is also a requirement of the Queensland Certificate of Education (QCE). A pass in English is also a requirement of most post-secondary educational institutions, in particular, universities.

Students who enjoy English may like to consider a career in one of the following: Advertising, Editing, Journalism, Law, Libraries, Media Production Research, Political Science, Public Services, Publishing, Sociology, Teaching, Translation or Creative Writing.

Overview**What is History?**

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around the key historical concepts of cause and consequence, continuity and change, perspectives and significance. The IB Diploma Programme (DP) History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

Why study History?

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

Course Outline

Focused Study: Political and Economic Transitions

- The Meiji Restoration (1853 – 1894)
- The Russian Federation (1985 – 1999)

Thematic Study: Authoritarian Rule

- Germany: 1933 – 1945
- China: 1949 – 1976

Regional Study: Asia and Oceania (Higher Level)

- The Cold War in Asia (1949–2002)
- The People's Republic of China (1949–2020)

Historical Investigation

- Topic of student's choosing
-

Learning Experiences

The aims of the history course are to:

- develop an understanding of, and continuing interest in, the past.
 - encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments.
 - promote international-mindedness through the study of history from more than one region of the world.
 - develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives.
 - develop key historical skills, including engaging effectively with sources.
 - increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.
-

Preferred Pre-Requisites

C in Year 10 English and a C+ in Year 10 Ancient/Modern History

Assessment

Students at Standard Level (SL) and Higher Level (HL) are presented with a syllabus that has a common core consisting of a focused and thematic study. In addition, students at HL are also required to undertake an two in-depth studies one of the HL regional options. While many of the skills of studying history are common to both SL and HL, the difference in recommended teaching hours at SL and HL signals a clear distinction between the demands made on students, with the greater depth of study required for HL.

Both external and internal assessment are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

External Assessment

- Paper 1 (1 hour 15 minutes)
Source-based assessment on the five focused studies, linked by an overarching inquiry question.
Students respond to three static questions. Students answer all the questions for one of the focused studies.
- Paper 2 (1 hour 45 minutes)
Section A: two questions on the specified concepts. Students choose one question to answer.
Section B: two questions on each of the four thematic studies. Each question consists of two parts—a short response and an essay response. Students choose one of the two questions for their thematic study and answer both parts of that question.
- Paper 3 (Higher Level only 2 hours)
Two essay questions on each of the 12 regional studies within the selected region. Students must answer two questions, each from a different regional study.

Internal Assessment

- Historical investigation (2200 words)
Students investigate a historical topic of their choice. They formulate an inquiry question, identify and choose sources, synthesise information and evaluate sources to produce a response.

Future Options

Success at the Senior level opens the way to study at the tertiary level in such courses as Arts, Law, Political Sciences, Psychology and International Relations. The rigorous research and writing requirements asked of History students also offer excellent preparation for careers in law, journalism, public relations, technical writing, fund-raising, administration, domestic and foreign government service, to name only the more obvious options.

Overview

What is Mandarin?

Modern Standard Chinese (Mandarin) is the official language of the People's Republic of China and Singapore. It is the most widely spoken language in the world, with over 1.3 billion native speakers and roughly 230 million second language speakers. Mandarin is also the most pre-eminent variety of Chinese and is used extensively in overseas Chinese communities throughout the Asia-Pacific region, including Australia. It is one of the six official languages of the United Nations. The earliest recognisable Chinese characters date back over 3,500 years, which makes written Chinese the oldest system of writing in continuous use as a living, thriving language.

Why study Mandarin Chinese?

- **Discover Chinese Culture:** China has a long and rich history encompassing many aspects of literature, art, architecture, music, and philosophy. Its influence has gone beyond China to other parts of the world, such as Japan, Korea, Vietnam and Malaysia. An understanding of the Chinese language will open doors to a world of fascinating knowledge and endless possibilities.
 - **Employment Opportunities:** Chinese is an important language for students in Australia, as Australia progresses towards a future of increased trade, investment, business, educational exchange, research and development in science and technology, and engagement with China.
 - **Travel and Tourism:** Australia is one of the most favoured destinations for Chinese-speaking tourists, and Chinese is also useful when travelling to Chinese-speaking countries around the world.
 - **Personal Development:** The study of Chinese contributes to students' personal development in a range of areas including communication skills, intercultural competence, cognitive development, literacy and general knowledge. It strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.
-

Course Outline

Themes

Five prescribed themes are common to the syllabuses of language *ab initio* and Language B; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national and global interest.

The five prescribed themes are: identities, experiences, human ingenuity, social organization, sharing the planet.

Learning Experiences:

- Study of simplified Chinese Texts
 - Step-by-step guide to pronunciation and grammar
 - Plenty of practice exercises
 - Practical vocabulary
 - An exploration of the culture
 - Conversation with Native Speakers
-

Preferred Pre-Requisites

Mandarin *Ab Initio* is a course for beginner students; however, if you have studied some Chinese previously (up to approximately two years) then you will also be able to take this course. This course is NOT for fluent native speakers.

Assessment

External assessment (2 hours 45 minutes)

Paper 1 (1 hour)

- Productive skills – writing (30 marks)
- Two written tasks of 84-180 characters each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions

Paper 2 (1 hour 45 minutes)

- Receptive skills – separate sections for listening and reading (65 marks)
 - Listening comprehension (45 minutes) (25 marks)
-

-
- Reading comprehension (1 hour) (40 marks)
 - Comprehensive exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment

- This component is internally assessed by the teacher and externally moderated by IB at the end of the course.

Individual oral assessment

A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)

Future Options

The global expansion of travel, communication and commerce has brought Australians into closer relationship with the rest of the world. The skills students learn in studying IB Mandarin will prepare them for a variety of exciting careers. Students may want to aim for a career in foreign news correspondence, advertising, film production and entertainment media, simultaneous interpretation and translation, law, education, medicine, travel and business.

Internationally, people who speak Mandarin often have opportunities to work in trade or business fields. Other options include diplomacy, interpretation, and security applications, which all require a sensitivity and proficiency of another language such as Mandarin.

As China is currently the second largest economy in the world, many Australian companies do business with China or have long-term investments in China. Chinese is an important language for the global employment market. Knowing Mandarin may give you an edge when competing for employment opportunities, because international businesses prefer to hire people who speak more than one language.

Overview

What is Mandarin Chinese?

Language B is a language acquisition course developed at two levels – Standard Level (SL) and Higher Level (HL) – for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.

The language B syllabus approaches the learning of language through meaning. Through the study of the core and the options at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the Language B course through the expansion of their receptive, productive and interactive skills.

SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of Chinese literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

Why study Mandarin Chinese?

- **Discover Chinese Culture:** China has a long and rich history encompassing many aspects of literature, art, architecture, music, and philosophy. Its influence has gone beyond China to other parts of the world, such as Japan, Korea, Vietnam and Malaysia. An understanding of the Chinese language will open doors to a world of fascinating knowledge and endless possibilities.
- **Employment Opportunities:** Chinese is an important language for students in Australia, as Australia progresses towards a future of increased trade, investment, business, educational exchange, research and development in science and technology, and engagement with China.
- **Travel and Tourism:** Australia is one of the most favoured destinations for Chinese-speaking tourists, and Chinese is also useful when travelling to Chinese-speaking countries around the world.
- **Personal Development:** The study of Chinese contributes to students' personal development in a range of areas including communication skills, intercultural competence, cognitive development, literacy and general knowledge. It strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Course Outline

Themes

Five prescribed themes are common to the syllabuses of Language *ab initio* and Language B; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national and global interest. The five prescribed themes are: identities, experiences, human ingenuity, social organization, sharing the planet. Also, HL, students read **two** works of literature.

For SL, the minimum prescribed number of hours is 150, and at HL it is 240 hours.

Learning Experiences:

- Study of simplified Chinese Texts
- Plenty of practice exercises
- Practical vocabulary
- An exploration of the culture
- Conversation with Native Speakers

Preferred Pre-Requisites

It is compulsory to at least have studied the language for three years in the Chinese Acceleration Program. Background speakers are accepted – this is not a course for beginners.

Assessment

External assessment (HL 3 hours 30 minutes) (SL 3 hours)

Paper 1 (HL 1 hour 30 minutes) (SL 1 hour 15 minutes)

- Productive skills – writing (30 marks)
 - HL: one writing task of 540-720 characters from a choice of three
 - SL: one writing task of 300-480 characters from a choice of three
-

Paper 2 (HL 2 hours) (SL 1 hour 45 minutes)

- Receptive skills – separate sections for listening and reading (65 marks)
- Listening comprehension (HL 1 hour; SL 45 minutes) (25 marks)
- Reading comprehension (1 hour) (40 marks)
- Comprehensive exercises on three audio passages and three written texts

Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral assessment

HL: A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)

SL: A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)

Future Options

The global expansion of travel, communication and commerce has brought Australians into closer relationship with the rest of the world. The skills students learn in studying IB Chinese B will prepare them for a variety of exciting careers. Students may want to aim for a career in foreign news correspondence, advertising, film production and entertainment media, simultaneous interpretation and translation, law, education, medicine, travel and business.

Internationally, people who speak Chinese often have opportunities to work in trade or business fields. Other options include diplomacy, interpretation, and security applications, which all require a sensitivity and proficiency of another language such as Chinese.

As China is currently the second largest economy in the world, many Australian companies do business with China or have long-term investments in China. Chinese is an important language for the global employment market. Knowing Chinese may give you an edge when competing for employment opportunities, because International businesses prefer to hire people who speak more than one language.

Overview

What is IB Mathematics?

In Year 11, the IB Diploma Programme at Indooroopilly provides a choice of three Maths subjects. Students must select **one** Maths subject only. The three subjects are:

- Mathematics: Applications and Interpretation SL (AI SL)**
 This course is suited to students who enjoy using mathematics to model and solve real-world problems, interpret data, and apply technology. It is recommended for students considering careers in business, management, psychology, social sciences, environmental science, health sciences, data analytics, teaching, and some areas of economics. In terms of university prerequisites, this is a QTAC equivalent to QCAA General Mathematics.
- Mathematics: Analysis and Approaches SL (AA SL)**
 This course is suited to students who enjoy developing mathematical arguments, problem-solving, and working with abstract concepts. It is recommended for students considering careers in science, medicine, information technology, architecture, economics, business, psychology, and some engineering fields. In terms of university prerequisites, this is a QTAC equivalent to QCAA Mathematical Methods.
- Mathematics: Analysis and Approaches HL (AA HL)**
 This is the most rigorous Mathematics course offered in the IB Diploma Programme. It is designed for students with strong mathematical ability who enjoy complex problem-solving and abstract reasoning. It is recommended for students considering careers in engineering, mathematics, physics, actuarial science, computer science, data science, economics, quantitative finance, and other highly mathematical university programs. In terms of university prerequisites, this is a QTAC equivalent to QCAA Mathematical Methods plus Specialist Mathematics.

Students are advised that all Mathematics subjects involve very formal and abstract mathematics. Successful completion of these subjects is usually dependent upon a good rating in Year 10 Mathematics.

Why study Mathematics?

Mathematical knowledge provides an important key to understanding the world in which we live. Mathematics can enter our lives in a number of ways: we buy produce in the market, consult a timetable, read a newspaper, time a process or estimate a length. Mathematics, for most of us, also extends into our chosen profession: visual artists need to learn about perspective; musicians need to appreciate the mathematical relationships within and between different rhythms; economists need to recognize trends in financial dealings; and engineers need to take account of stress patterns in physical materials. Scientists view mathematics as a language that is central to our understanding of events that occur in the natural world. Some people enjoy the challenges offered by the logical methods of mathematics and the adventure in reason that mathematical proof has to offer. Others appreciate mathematics as an aesthetic experience or even as a cornerstone of philosophy. This prevalence of mathematics in our lives, with all its interdisciplinary connections, provides a clear and sufficient rationale for making the study of this subject compulsory for students studying the full diploma.

Course Outline

	Mathematics: applications and interpretation SL	Mathematics: analysis and approaches SL	Mathematics: analysis and approaches HL
Number and Algebra	16 hrs	19 hrs	39 hrs
Functions	31 hrs	21 hrs	32 hrs
Geometry and Trigonometry	18 hrs	25 hrs	51 hrs
Statistics and Probability	36 hrs	27 hrs	33 hrs
Calculus	19 hrs	28 hrs	55 hrs
The toolkit and mathematical exploration	30 hrs	30 hrs	30 hrs

Assessment

	Mathematics: applications and interpretation SL	Mathematics: analysis and approaches SL	Mathematics: analysis and approaches HL
External Assessment (80%)	• Paper 1 (technology allowed) • Paper 2 (technology allowed)	• Paper 1 (no technology allowed) • Paper 2 (technology required)	• Paper 1 (no technology allowed) • Paper 2 (technology required) • Paper 3 (technology required)
Internal Assessment (20%)	Exploration	Exploration	Exploration

Learning Experiences

As well as formal lessons, students will have opportunities to apply their Maths knowledge to real-life situations develop the ability to engage in close, detailed analysis of individual texts and make relevant connections. Use of technology is an integral part of all three subjects.

Preferred Pre-Requisites

Students achieving lower than a B in Year 10 Mathematical Methods are strongly advised to choose Mathematics: applications and interpretation SL.

Students wishing to select Maths Higher Level should have achieved an A in Year 10 Mathematical Methods.

Future Options

Each Mathematics subject provides students with the mathematical background required for tertiary courses.

Overview**What is Music?**

Music functions as a means of personal and communal identity and expression and embodies the social and cultural values of individuals and communities. It has influenced people's lives since the beginning of time and is a language understood throughout the world. The IB Music course aims to develop the whole person – intellectually, emotionally, socially and creatively.

Why Study Music?

Students live in a world in which music has an important and pervasive presence. Whether actively engaged in music by listening, performing, composing or incidentally encountering music, students have an individual experience of music. Music is an integral part of everyday life serving self-expression, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual.

This course will support lifelong engagement with the Arts, allowing students to become informed, reflective and critical practitioners while develop their knowledge and potential as musicians, both personally and collaboratively.

Course Outline

Students will be exposed to a broad range of music including art music, jazz, popular and global music styles. The course begins with teacher led exploration of musical style but becomes increasingly individually, with students exploring and experimenting and presenting work in various musical style while acting as researcher, creator, and performer.

Students will learn about music in four overlapping areas of inquiry (AOI's)

1. Music for sociocultural and political expression
2. Music for listening and performing
3. Music for dramatic impact, movement and entertainment
4. Music technology in the electronic and digital age

The course allows students to begin with music that is personal to them and part of their current musical experience but then focuses on diverse and deep learning about music across time and place, both locally and globally. Students record all their ideas in a detailed journal and then resolve some of this work into their final products.

At HL level students also create an extended major 'real world' project driven by their interested and environment. They will collaborate with others (outside of music) to develop an artistic vision and develop a project for a specific setting/context.

Learning Experiences

Within the IB Music course students will explore these topics through performance, analysis and composition activities. They will also experience real-word music making through excursions and artist workshops.

Preferred Pre-Requisites

It is recommended that students have displayed an interest and ability in Music in Years 8, 9 and 10. Students should be able to play a musical instrument and read at least basic notation. A commitment to working industriously and independently, while meeting deadlines, is essential to meet the rigor of the course.

Assessment**Exploring**

- 2400 word analysis and rationale for exploring works
- 1 minute creating exercise
- 1 minute performed adaption

Experimenting

- 1500 words – rationale, commentary on performance and composing experiments
 - 3 related performing experiments of 2-3 minutes each
 - 3 related composing experiments of 2-3 minutes each
-

Presenting

- Performances (12 minutes)
- Composing (6 minutes)
- Program notes (600 words)

HL Project

- 15 minute multimedia presentation including product
 - Supporting proposal and paperwork (4-5 pages)
-

Future Options

Music will enhance every career pathway by developing the whole person. The breadth of music allows for a wide variety of specific careers including music therapists, sound designers, sound technicians, film makers, composers, conductors, performers and teachers. In the burgeoning Arts industry, new careers are being created every day.

Overview

What is Physics?

Physics is the study of the universe and how it works together with its applications which have produced, and continue to produce, benefits to our society. Physics is one of the most deeply conceptualised of the sciences, founded on physical concepts that have been developed into predictive theories that are then subsequently mathematically derived and expressed.

Why study Physics?

The study of Physics gives students a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills, and a stepping stone for further study. Many aspects of today's modern world are fundamentally based on Physics applications. Working scientifically, and enacting scientific inquiries, investigations and experiments will allow students practice in both the theoretical and experimental aspects of the discipline.

Course Outline

In this highly interesting and demanding course you will develop your knowledge understanding of the five main themes shown below, which include core topics for all students and additional topics marked (HL) which are studied by higher level students only.

A Space time and motion (27 hours SL + 15 hours HL)	B The particulate nature of matter (24 hours SL + 8 hours HL)	C Wave behaviour (17 hours SL + 12 hours HL)	D Fields (19 hours SL + 19 hours HL)	E Nuclear and quantum physics (23 hours SL + 16 hours HL)
A.1 Kinematics	B.1 Thermal energy transfers	C.1 Simple harmonic motion	D.1 Gravitational fields	E.1 Structure of the atom
A.2 Forces and momentum	B.2 Greenhouse effect	C.2 Wave model	D.2 Electric and magnetic fields	E.2 Quantum physics (HL)
A.3 Work, energy and power	B.3 Gas laws	C.3 Wave phenomena	D.3 Motion in electromagnetic fields	E.3 Radioactive decay
A.4 Rigid body mechanics (HL)	B.4 Thermodynamics (HL)	C.4 Standing waves and resonance	D.4 Induction (HL)	E.4 Fission
A.5 Galilean and special relativity (HL)	B.5 Current and circuits	C.5 Doppler effect		E.5 Fusion and stars

Students are also expected to develop skills and techniques which support the application and development of the inquiry process:

- **Tool 1:** Experimental techniques
- **Tool 2:** Technology
- **Tool 3:** Mathematics

Learning Experiences

You will participate in a wide range of activities to develop your knowledge of Physics and your ability to solve problems in your everyday experience. There are opportunities for practical work using dataloggers during which you will learn to work collaboratively to design and conduct experiments to collect and examine precise, reproducible data and develop mathematical relationships.

Preferred Pre-Requisites

Students should have completed Physics in the Year 10 Science course. Junior Science students who consistently achieve an A or B level in both Science and Mathematics are well placed to be successful. Students achieving a C level or less and who are endeavouring to follow Physics as a study path should undertake transitional activities (especially in Maths – algebra and simultaneous equations) to upgrade knowledge and skills leading into and during Semester 1 Year 11.

Assessment

External Exams (3 hours/4 hours 30 minutes)	Weighting
Paper 1 (1 hour & 30 minutes/2 hours)	
Paper 1A – Multiple-choice questions	36%
Paper 1B – Data-based questions	
(Total 45/60 marks)	

Paper 2 (1 hour and 30 minutes/2 hours and 30 minutes)

Short-answer and extended-response questions on standard level material only.

44%

(Total 50/90 marks)

Internal assessment (10 hours)

The internal assessment consists of the scientific investigation.

This component is internally assessed by the teacher and externally moderated by the IB.

20%

(Total 24 marks)

Future Options

The study of Physics prepares you for a wide range of careers in the Physical Science, Health Sciences and some Biological/Environmental Sciences, for example Engineering, Dentistry, Surveying, Medical Laboratory Science, Optometry, Podiatry, Radiography, Veterinary Science, Hydrography and Astronomy. It is a requirement for certain Degree courses at Universities and Diploma courses at TAFE colleges.

Overview

What is Psychology?

Psychology fascinates many of us as it enables the study of human behaviour—a subject of endless curiosity and relevance to our lives. Given that we are all human, why are our individual behaviours so different from one another? Why do we behave one way in groups and another when alone? How do our social and cultural background, our genetic inheritance and our developing cognition affect our behaviour? It is because psychology can help us explore these questions and try to understand and explain our behaviour and that of others that it is such a useful and compelling subject.

Psychology is the scientific study of human and animal cognition and behaviour with the goal of solving problems and increasing the quality of life for individuals and their communities. Psychologists attempt to describe, explain, predict and change behaviour by observing humans, forming hypotheses and theories regarding behaviour and testing them empirically. However, psychology is also a human science and looks for the meaning behind human behaviour through conversations and inquiry.

Why study Psychology?

You will gain knowledge in the concepts, theories and research that have developed the understanding in psychology, as well as critically evaluate to answer some of the questions being asked by psychologists today. They will acquire the ability to seek new information and generate understanding by employing research methodologies. Students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge. Furthermore, psychology will allow you to appreciate the diversity as well as the commonality between your own behaviour and that of others. They will acquire the ability to seek new information and generate understanding by employing research methodologies. Students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge.

The aim is for students to:

- understanding basic concepts and principles of psychology
 - understanding scientific research process
 - having problem-solving skills
 - applying psychological principles to personal, social or organizational problems
 - acting ethically
 - thinking critically
 - communicating well in different contexts
 - having cultural competence and respecting diversity
 - having self-awareness.
-

Course Outline

All DP psychology students at **SL** and **HL** study concepts, content and contexts. The content provides the psychological terminology and theories needed to understand how the biological, cognitive and sociocultural approaches assist to understand human behaviour, while using a variety of research methodology. Concepts (bias, causality, change, measurement, perspective, responsibility) provide a framework through which specific content is considered. Contexts (Health and Well-being, Human Development, Human Relationships, Learning and Cognition) provide the real-world setting in which it is applied.

All students will engage in a class practical for each context, further expanding their research skills in applying their knowledge to varying contexts. IB Psychology course contributes to the development of all attributes of the IB learner profile, as well as TOK and CAS.

HL only:

HL students will expand their learning with the additional study of the role of culture, motivation and technology in shaping human behaviour, and data analysis and interpretation.

Learning Experiences

Core theory content is enhanced through drawing connections with different concepts and contexts. Students are given time to explore research methodologies and conduct in class practicals to apply their knowledge.

Preferred Pre-Requisites

Students should have successfully completed year 10 Science, and it is an advantage if they did year 10 Psychology. If you have an interest in psychology and are prepared to conduct a variety of in-class practicals, you can do well in this subject.

Assessment

The course involves both internal and external assessment; **HL** and **SL** weighting of assessment varies. For **HL** students: external assessment contributes 80% of the course marks in the form of examinations at the end of year 12. Internal assessment in the form of a research proposal contributes 20% of the course marks (20 hours).

For **SL** students: external assessment contributes 70% of the course marks in the form of examinations at the end of year 12. Internal assessment in the form of a research proposal contributes 30% of the course marks (20 hours).

There is ongoing formative school assessment consistently throughout the course.

For **HL** student there are three papers in external assessment Term 4 year 12 (semester 4). These account for 80% of the Psychology grade:

- Paper 1: 25% - integration of concepts, content and contexts (1 hour 30 minutes)
- Paper 2: 25% - applying concepts and content to research contexts (1 hour 30 minutes)
- Paper 3: 30% - data analysis and interpretation of research data (1 hour 45 minutes)

For **SL** student there are two papers in external assessment Term 4 year 12 (semester 4). These account for 70% of the Psychology grade – there is NO paper 3:

- Paper 1: 35% - integration of concepts, contents and contexts (1 hour 30 minutes)
- Paper 2: 35% - apply concepts and content to research contexts (1 hour 30 minutes)

Future Options

The study of Psychology prepares you for a wide range of careers. For example: Psychologist, counsellor, scientist, human resources, teacher and many more. Most careers in the 21st century **involve teamwork and co-operation with others**, Psychology can help you understand what motivates people in the workplace, how people make decisions, and how groups can succeed.

IB HL Psychology students can be given credit for this course of study at some tertiary institutions.

Overview**What is Theory of Knowledge (TOK)?**

The TOK course provides students with an opportunity to explore and reflect on the nature of knowledge and the process of knowing. It is a core element of the DP to which schools are required to devote at least 100 hours of class time. In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought-provoking—as well as empowering—for students.

Why study Theory of Knowledge?

The course centres on the exploration of knowledge questions, which are a key tool for metacognition in students. These are contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?”, or “What constraints should there be on the pursuit of knowledge?” While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

The TOK curriculum is made up of three deeply interconnected parts.

- The core theme—Knowledge and the knower: This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.
- Optional themes: This element provides an opportunity to take a more in-depth look at two themes of particular interest to students. The given themes all have a significant impact on the world today and play a key role in shaping people’s perspectives and identities.
- Areas of knowledge: The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge.

Course Outline**Semester 1**

- Knowledge and the knower
- Knowledge framework
- Optional Theme 1 (Knowledge and language)

Semester 2

- Optional Theme 2 (Knowledge and technology)
- Areas of Knowledge – five required (History, Human Sciences, Natural Sciences, Arts, Mathematics)
- TOK Exhibition (Internal Assessment)

Semester 3

- Areas of Knowledge – five required (History, Human Sciences, Natural Sciences, Arts, Mathematics)
 - TOK Essay preparation, drafting, feedback and revision
 - TOK Essay (External Assessment)
-

Learning Experiences

The TOK course plays a special role in the Diploma Programme (DP) by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them. It is intended that through this holistic approach, discussions in one area will help to enrich and deepen discussions in other areas.

Preferred Pre-Requisites

There are no preferred pre-requisites for this CORE subject.

Assessment

The course involves both internal and external assessment. There are two assessment tasks in the TOK course.

The TOK Exhibition assesses the ability of the student to show how TOK manifests in the world around us. The Exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB and is worth 33% of your TOK grade.

The TOK Essay engages students in a more formal and sustained piece of writing in response to a Prescribed Title focused on the Areas of Knowledge. The essay is an external assessment component; it is marked by IB examiners. The Essay must be a maximum of 1,600 words and must respond to one of the six Prescribed Titles issued by the IB for each examination session. The Essay is worth 67% of your TOK grade. There is ongoing formative school assessment consistently throughout the course.

There are two assessments in TOK, one internal and one external (as above).

- TOK Exhibition (10 marks); worth 33%
- TOK Essay on a prescribed title (10 marks); worth 67%

Future Options

The study of TOK prepares students for a wide range of careers. Most careers in the 21st century **involve metacognition and co-operation with others**. TOK can help students understand what motivates people in the workplace, how people make decisions, and how we know what we know. It encourages students to consider various perspectives in knowledge formation, a critical skill applicable in any field.

Overview

What is Spanish?

Spanish is spoken by at least an estimated 574 million people around the world and is currently the 4th most commonly spoken language worldwide. Geographically, a large number of countries have Spanish as a dominant language: Spain, the United States, Venezuela, Argentina, Chile, Equatorial Guinea, the Philippines, Guatemala, Honduras, Nicaragua, Costa Rica, Ecuador, Peru, Mexico, Cuba, the Dominican Republic, Puerto Rico, Panama, Colombia, Bolivia, Paraguay, and Uruguay. Knowing Spanish opens the door for you to communicate with ½ a billion speakers worldwide!

Why study Spanish?

Know a second language? Great, you're hired! If you have proven yourself to be a capable employee with just the right job skills AND you speak a foreign language such as Spanish, you are much more likely to land that job of your dreams than if you are monolingual. In fact, many jobs today require a minimum of basic proficiency in another language.

With the world becoming ever more global, contact with people of other countries has increased tremendously in recent decades. Just having a basic knowledge may be all it takes to separate yourself from the crowd of applicants for the job you are pursuing.

Spanish is from the Romance language family of languages, its roots coming primarily from Latin, the language spoken by the Romans. As you might know, whilst English is a Germanic language it too has many words of Latin origin. Because of this, knowing Spanish helps speakers of English (as well as some other European languages) broaden their vocabulary in their native language. Often, these similarities in word formation are at the base of many sophisticated words in English, so Spanish learners can also become more proficient in English.

Course Outline

Five prescribed themes are common to the syllabuses of Language *ab initio* and Language B; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are: identities, experiences, human ingenuity, social organization, sharing the planet.

Learning Experiences: Study of Spanish Texts

- Step-by-step guide to pronunciation and grammar
 - Plenty of practice exercises
 - Practical vocabulary
 - An exploration of the culture
 - Conversation with Native Speakers
-

Preferred Pre-Requisites:

Spanish *Ab Initio* is a course for beginner students; however, if you have studied some Spanish previous (up to approximately two years) then you will also be able to take this course. This course is NOT for fluent native speakers.

Assessment

External assessment (2 hours 45 minutes)

Paper 1 (1 hour)

- Productive skills—writing (30 marks)
- Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.

Paper 2 (1 hour 45 minutes)

- Receptive skills—separate sections for listening and reading (65 marks)
 - Listening comprehension (45 minutes) (25 marks)
 - Reading comprehension (1 hour) (40 marks)
 - Comprehension exercises on three audio passages and three written texts, drawn from all five themes.
-

Internal assessment

- This component is internally assessed by the teacher and externally moderated by IB at the end of the course.

Individual oral assessment

- A conversation with the teacher that involves analysis of a stimulus, and a conversation answering questions relating to at least one additional course theme. (30 marks)

Future Options

Expanding your knowledge of a second language will broaden and deepen your understanding of another culture and its people. This enables a more complex and global understanding of the world and the way it works.

The global expansion of travel, communication and commerce has brought Australians into closer relationship with the rest of the world. The skills you learn in studying Spanish will prepare you for a variety of exciting careers. You may want to head for a career in foreign news correspondence, Advertising, Film production and Entertainment Media, Simultaneous interpretation and translation, Law, Education, Medicine, Travel and Business.

Internationally, people who speak Spanish often have opportunities to work in trade or business fields. Other options include diplomacy, interpretation, and security applications, which all require a sensitivity and proficiency of another language, and did you know that bilingual employees often receive a larger salary than their non-Spanish speaking counterparts?

Overview

What is Spanish?

Language B is a language acquisition course developed at two levels - Standard Level (SL) and Higher Level (HL) - for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.

The Language B syllabus approaches the learning of language through meaning. Through the study of the core and the options at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills.

SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

Why study Spanish?

Know a second language? Great, you're hired! If you have proven yourself to be a capable employee with just the right job skills AND you speak a foreign language such as Spanish, you are much more likely to land that job of your dreams than if you are monolingual. In fact, many jobs today require a minimum of basic proficiency in another language.

With the world becoming ever more global, contact with people of other countries has increased tremendously in recent decades. Just having a basic knowledge may be all it takes to separate yourself from the crowd of applicants for the job you are pursuing.

Spanish is from the Romance language family of languages, its roots coming primarily from Latin, the language spoken by the Romans. As you might know, English too has many words of Latin origin. Because of this, knowing Spanish helps speakers of English (as well as some other European languages) broaden their vocabulary in their native language. Often, these same Latin roots are at the base of many sophisticated words in English, so Spanish learners can also become more proficient in English.

Course Outline

Themes

Five prescribed themes are common to the syllabuses of Language *ab initio* and Language B; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are: identities, experiences, human ingenuity, social organization, sharing the planet. Also, at HL, students read two works of literature.

It is essential that teachers are allowed the prescribed minimum number of teaching hours necessary to meet the requirements of the language B course. At SL the minimum prescribed number of hours is 150 and at HL it is 240 hours.

Learning Experiences:

- Study of Spanish Texts
 - Step-by-step guide to pronunciation and grammar
 - Plenty of practice exercises
 - Practical vocabulary
 - An exploration of the culture
 - Conversation with Native Speakers
-

Preferred Pre-Requisites:

At a minimum, it is compulsory to have studied the language for three years in the Spanish Immersion Program. Background speakers are accepted – this is not a course for beginners.

Assessment

External assessment (3 hours 30 minutes)

Paper 1 (1 hour 30 minutes)

- Productive skills—writing (30 marks)
- One writing task of 450–600 words from a choice of three

Paper 2 (2 hours)

- Receptive skills—separate sections for listening and reading (65 marks)
- Listening comprehension (1 hour) (25 marks)
- Reading comprehension (1 hour) (40 marks)
- Comprehension exercises on three audio passages and three written texts

Internal assessment

- This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral assessment

- A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)

Future Options

The global expansion of travel, communication and commerce has brought Australians into closer relationship with the rest of the world. The skills you learn in studying Spanish will prepare you for a variety of exciting careers. You may want to head for a career in foreign news correspondence, Advertising, Film production and Entertainment Media, Simultaneous interpretation and translation, Law, Education, Medicine, Travel and Business.

Internationally, people who speak Spanish often have opportunities to work in trade or business fields. Other options include diplomacy, interpretation, and security applications, which all require a sensitivity and proficiency of another language, and did you know that bilingual employees often receive a larger salary than their non-Spanish speaking counterpart.

Overview**What is Visual Art?**

The aim of art is to represent not the outward appearance of things, but their inward significance. - Aristotle

The Visual Arts are a powerful and pervasive set of tools that enable people to make images and objects with the ability to communicate aesthetic meaning. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and "read" is fundamental to becoming a critical consumer and/or producer of artworks.

This course aims to not only enhance students' understandings of art's function, but also to allow them the opportunity to develop a personal aesthetic. It balances learning about both traditional and contemporary forms of art and emphasises the cultural importance of the aesthetic and philosophical diversity which exists today in a global context.

Why study Visual Art?

The academically rigorous nature of the IB visual art program enables students to explore concepts which reflect their individual interests, whether they be personal, cultural or political. Going beyond traditional concerns that focus solely upon the development of technical finesse, the course encourages the exploration of a disparate range of disciplines, from the traditional and time-tested to the contemporaneous and experimental. It does this by striking a balance between self-directed inquiry and hands-on making. It is an ideal subject for students who have experienced success in Year 10 Visual Art and who are keen to engage in art further.

Course Outline

During this two-year course, students undertake a rigorous exploration into the function of contemporary art and the techniques and disciplines necessary for its creation. It is a studio-centred approach, which, throughout its duration, is essentially student-led, but reliant upon mentor feedback. There is an emphasis on cohesive creative processes, conceptual inquiry and explicit connections between research and artmaking. The student focuses on the development of 'lines of inquiry', which are the investigation of concepts relevant to the individual and the hands-on exploration that enables this to take place.

Learning Experiences and Assessment

There are three specific tasks utilised in making this approach possible, the first of which is the Art-Making Inquiries Portfolio (External Assessment, 40%). This is a task for both SL and HL, which requires students to provide evidence surrounding the development of their experimentation, exploration of material and artistic growth. It is a digital submission which requires up to 15 screens and a text limit of up to 3,000 words.

The second is the HL Artist Project OR SL Connections Study (External Assessment, 20%). The Artist Project is based upon the student's self-directed inquiry and the submission of a body of work, evidence of process and a video explaining artistic intent. The Connections Study is an examination of the relationship between the student's artistic practice and the works of artists across cultural, historical or contemporary contexts. It is a digital submission, up to 10 screens in length and with a text limit of 2,500 words.

The third task is the Resolved Artworks Body (Internal Assessment, 40%). Both Higher and Standard Level students submit up to five images or video files (up to 3 minutes) of resolved artworks and a Curatorial Rationale of 700 words explaining the line of inquiry, artistic intent and connections to researched artists.

Student works utilise a number of different disciplines ranging from darkroom and digital photography through to charcoal drawing, sculpture printmaking and traditional painting. Students use visual language and expression, concepts and focuses, contexts and media areas to create meaning within artworks. Learning is also experienced through excursions to art galleries, small group activities, experimentation with media and technique as well as independently resolved bodies of work.

Preferred Pre-Requisites

In order to participate in IB Art, students should have demonstrated an interest in Art or Design in Years 7-9. It is highly recommended that students have studied and achieved success in Visual Art in Year 10. A commitment to working industriously and independently, while meeting deadlines, is essential to meet the rigor of the course.

Future Options

If students are interested in Visual Art or Design in either a commercial or creative industries field, this course provides them with substantial knowledge and skills suitable to these areas. It also allows students the opportunity to build a folio of work for presentation to employers or for university entrance requirements.

CO-CURRICULAR OPPORTUNITIES

Indooroopilly State High School offers a varied, exciting and rich curriculum. We recognise that much valuable learning happens in places other than the classroom. In addition to the respected academic curriculum, we offer a great number of very engaging and challenging opportunities for students to further develop their talents and special skills.

All students are encouraged to participate in one or more of the following activities. We know that these will contribute significantly to the students' personal satisfaction and enjoyment of school.

AEROSPACE & AVIATION

- Rocketry Challenge
- Visits to Aviation Australia Open Days
- UAV Challenge (with Engineering Technology)

ENGLISH

- Indo Aspire Debating: teams from all year levels compete in the interschool Queensland Debating Union (QDU) Brisbane secondary schools' competition
- Indo Student News Team: student newsletters, content and annual yearbook contributions
- Indooroopilly Writers' Society: meets weekly to engage in creative writing
- Brisbane Writers Festival excursion
- Bronwyn Lucas Literary Award for short story writing
- Guest author visits and workshops
- Public speaking, poetry and prose competitions throughout the year

INSTRUMENTAL MUSIC

- Instrumental Music Program: a key feature of the school, with five large ensembles and lessons in brass, woodwind, strings and percussion instruments. Weekly small-group tuition, ensemble rehearsal and performances form part of the program.

STUDENT CENTRE

- Chess coaching
- Chess Championships – individual and teams
- Children's Book Council of Australia (Queensland) Regional Readers' Cup
- Brisbane West Secondary Teacher Librarian Network Readers' Cups (Year 8 – Open)
- Opti-MINDS Regional Team participation
- Student Representative Council (SRC)

LANGUAGES AND GLOBAL CITIZENSHIP

- Biannual Chinese and Senior Spanish study tours
- Annual Spanish Immersion study tours
- Lion Dance Troupe
- Chinese Culture Club
- World Languages Lounge lunchtime meetups
- University of Queensland Chinese Writing Competition
- Chinese Language Teachers' Association of Queensland Speaking Competition
- Modern Languages Teachers' Association of Queensland / Griffith University Languages Speech Contest
- Visit to the Spanish Film Festival at Palace Cinemas
- Visit to The University of Queensland for the Go Borderless Language Experience Day
- Youth for Change Events and Youth Forum
- Australian Computational Linguistics Olympiad (OzCLO)
- Education Perfect Global Language Challenges
- Chinese Spring Festival / Lantern Festival celebrations
- Hispanic Day of the Dead celebrations

MATHEMATICS

- Australian Maths Trust (AMT) competitions and enrichment activities
- Queensland Association of Maths Teachers (QAMT) Problem-Solving Competition
- Maths in Industry: presentations by professional mathematicians solving real problems
- Mathematics & Informatics Club
- Aspire Robotics Program

MULTICULTURAL CELEBRATION

- United Nations Day: one of Indooroopilly State High School's signature annual celebrations. This vibrant event brings our diverse community together to honour and showcase the many cultures that enrich our school. Students can share their heritage by performing, wearing traditional dress, carrying national flags, enjoying a wide variety of international and Australian foods, and taking part in interactive cultural workshops.

SCIENCE

- STEM enrichment project at the University of Queensland (Year 9)
- SPARQ-ed: for gifted Year 11 and 12 students to work with research scientists at the Princess Alexandra Hospital
- Peter Doherty Lecture Series at ISHS – open to all students and staff
- STEM@Lunch – Powered by Parent Scientists: lunchtime series presented by Indo parent scientists

- UQ Young Scientists Presentations: lunchtime presentations by current UQ PhD students
- Biology field studies at UQ St Lucia (Experience Ecology and Experience Genetics)
- STEM Club – open to all students
- RACI Titration Competition – open to senior chemistry students (University of Queensland and Queensland University of Technology)
- RACI National Chemistry Quiz
- ICAS Australian Science Competition
- Big Science Competition
- UQ Science Ambassadors
- University of Queensland Chemistry – first-year study for gifted Year 12 students
- The Science Experience: three to four days of hands-on science at a host university, for Year 9 and 10 students
- National Youth Science Forum (NYSF): a residential STEM program for senior students, held at ANU and the University of Queensland
- E-biol Competition: online Biology Olympiad, open to senior students
- QIMR Berghofer laboratory science visits (Year 12)
- National Science Week activities at ISHS
- Earthwatch Studies Challenge for students in Years 10–12: live and work in the Australian bush helping a research scientist
- BEE Challenge Competition

HUMANITIES AND SOCIAL SCIENCES

- Bond University Mooting Competition
- Bond University Legal Studies Competition
- USQ Legal Studies Conference
- Accounting and Legal Studies Pathways Program
- Queensland History Teachers' Association Essay Competition
- Brisbane Combined Schools ANZAC Day Ceremony
- National Geography Competition
- Classics Department: University of Queensland seminars for Senior Ancient History students
- Youth Forum – Global Education
- Model United Nations Debating Seminars
- University of Queensland Economics Conference
- Australian Economics Olympiad (AEO)
- Greindro (student environmental and sustainability group)
- Australian History Competition
- Social Sciences International Study Tour (biannual)

- ASX Sharemarket Game
- Queensland University of Technology / Business Educators' Association Queensland Accounting Forum
- Business Educators' Association Queensland Accounting Competition
- Queensland University of Technology Schools in Accounting program
- BUY SMART Competition with the Office of Fair Trading
- Financial Literacy Competition

All competitions pertaining to Social Sciences are advertised, and students are encouraged to participate.

SPORTING COMPETITIONS AND ACTIVITIES

- Bert McAlpine Intrасchool Tennis Tournament
- Teacher versus Student matches in various sports
- One-a-term 'Spirit Week' sporting and cultural activities
- Indooroopilly Aspire programs – Football, Basketball, Volleyball, Netball
- 3 x Junior and 2 x Senior Gala Day competitions
- School Swimming, Athletics and Cross Country carnivals
- Champion Basketball School Queensland competition
- UHL Sport, ISSA Cup, Bill Turner Cup and Bill Turner Shield football competitions
- Schools Cup Volleyball
- Flaming Chalice and Senior Volleyball League tournaments
- Vicki Wilson Cup and Netball Super 7s tournament
- Sporting Clubs – Badminton, Basketball, Volleyball, Ultimate Disc, Gym
- Schools Futsal League
- Access to the Representative School Sport pathway through Northern Eagles and Met West

THE ARTS

- Creative Generation Awards for Excellence in Visual Art
- Write About Art competition and Brisbane Writers' Festival workshops
- Creative Generation State Schools OnStage
- Creative Generation SHEP & AHEP (Instrumental Music)
- Fanfare (Instrumental Music)
- Brisbane International Film Festival
- Brisbane Bands music competition
- MusicFest (Instrumental Music)
- School Musical (biannual)

- Arts Critics' Tour – interstate or international (biannual)
- Drama and Dance performance excursions each term
- Regional Showcase Awards
- Music Extension Performance Nights each semester
- Indro Arts Festival: a showcase of student work in Years 10–12 from Dance, Drama, Film Television and New Media, Music, Music Extension, Music Acceleration and Visual Art, as well as Certificate II Visual Art and Certificate III Screen and Media, and inclusive of IB Visual Art and Music
- Junior Arts Journey: presentation of work from Junior Arts students as part of the Flex program
- Open Day performances by Music, Media, Drama, Dance and Visual Art students
- UN Day Battle of the Bands

IN ADDITION, WE OFFER THE FOLLOWING GENERAL OPPORTUNITIES

- Educational Excursions
- Competitive and Recreational Sport at various levels
- Inter-School Christian Fellowship Group
- Interact Club
- Special Camps
- OptiMinds