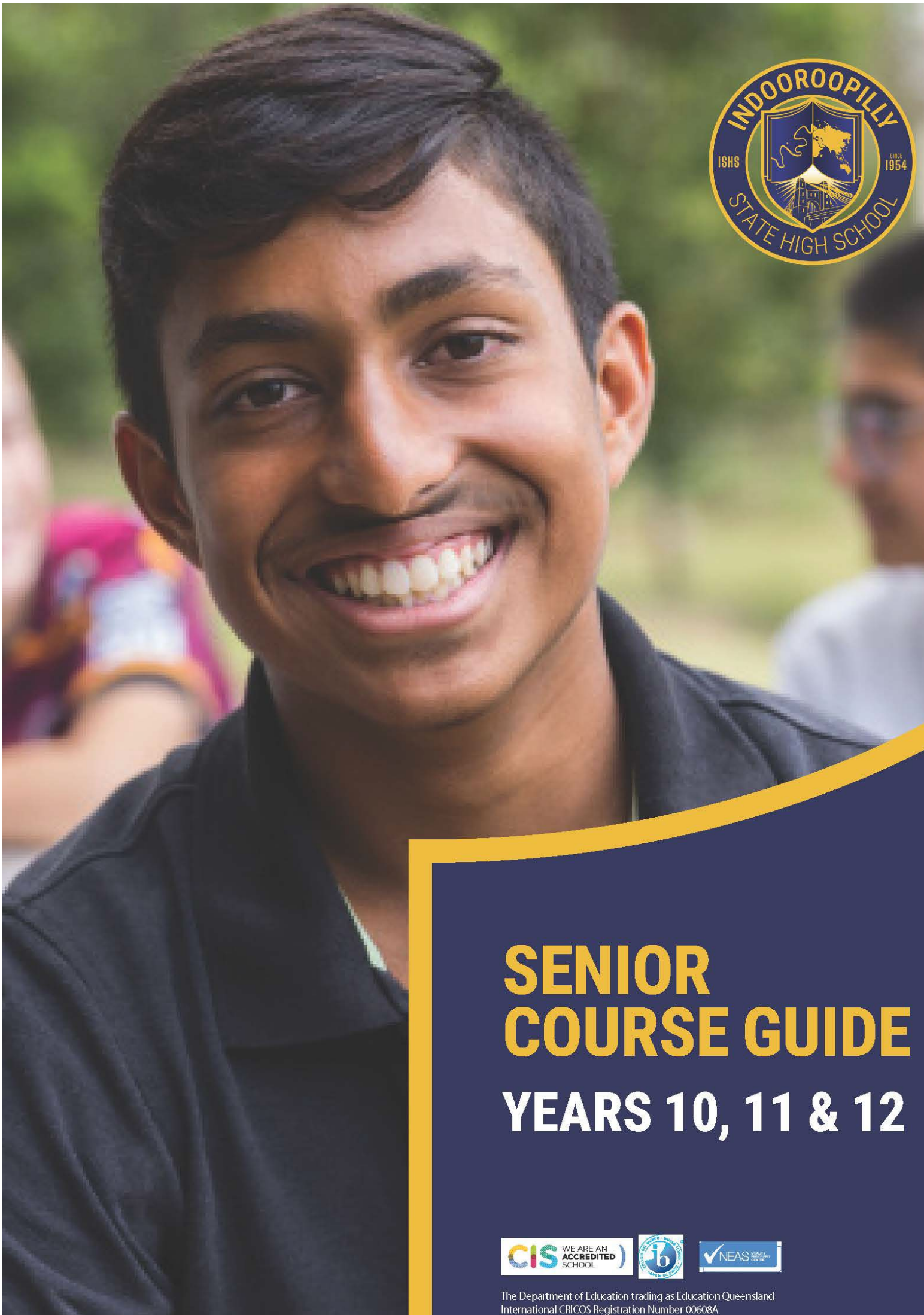

SENIOR COURSE GUIDE

YEARS 10, 11 & 12

The Department of Education trading as Education Queensland
International CRICOS Registration Number 00608A

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INDOOROOPILLY
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

MAYA LAMONT

QUEENSLAND'S HIGHEST-ACHIEVING YEAR 12 STUDENT, 2018

MAYA'S SENIOR SUITE OF SUBJECTS
MATHEMATICS B, ENGLISH, ENGLISH EXTENSION, MODERN HISTORY, CHEMISTRY, ECONOMICS, SPANISH

GRADUATED FROM INDRO **2018**

CURRENTLY STUDYING
BACHELOR OF LAWS (HONOURS)/ BACHELOR OF ARTS AT THE UNIVERSITY OF QUEENSLAND

"IF YOU AREN'T QUITE SURE WHAT YOU WANT TO DO YET, I HIGHLY RECOMMEND TAKING A RANGE OF SUBJECTS WITH TRANSFERABLE SKILLS TO SET YOU UP FOR WHATEVER PATH YOU EVENTUALLY TAKE.

PATH TO TERTIARY STUDY

I was lucky enough to receive a Vice Chancellor's scholarship to The University of Queensland. The subjects I took in high school set me up well for where I am now. I loved Spanish in high school, and as a result of the excellent Spanish program at Indooroopilly, I was able to enter straight into third-year Spanish within my Arts degree this year. I have found that the Economics and English classes I took in high school have provided an excellent foundation for my other Arts major, Public Policy. My law courses are quite different to anything I did in high school but have required skills from a range of subjects (for example, problem solving, research, critical thinking, and writing skills).

ASPIRATIONS

It seems that every few months I change my mind about what I want to do in the future! Right now, I'm just seeing where my degrees take me. I'm interested in working in law or policy, possibly in relation to the environment.

TIPS FOR SUCCESS

Work with your friends to find an effective way you can study together (with a few snack breaks, but not too many!). I found that having a great support group and fun work environment helped me learn the content much more effectively and helped with managing stress. Also, remember that your teachers are there to help you, so let them help you! Particularly for subjects with lots of assignments, having a good relationship with your teacher to discuss ideas is so valuable.

PAST STUDENT EXPERIENCE

NICOLE CHENG

NICOLE'S SENIOR SUITE OF SUBJECTS
ENGLISH FOR ESL LEARNERS, MATHEMATICS B, MATHEMATICS C, CHEMISTRY, PHYSICS AND ACCOUNTING

CURRENTLY
STUDYING AT UNIVERSITY OF SYDNEY: BACHELOR OF COMMERCE (LIBERAL STUDIES)

GRADUATED FROM INDRO **2016**

PATH TO TERTIARY STUDY

I received an OP2 at Indooroopilly State High School in 2016 and, after much thought, I decided to study a Bachelor of Commerce (Liberal Studies) at The University of Sydney.

HOMESTAY

Living with a Homestay family has been one of my fondest experiences, not just in the aspect of living and studying but also in the aspect of cultural immersion. I am very lucky that I chose Queensland as the start of my journey, and my high school life in Brisbane is a special memory that will stay in my heart forever.

TIPS FOR SUCCESS

Although I studied English for several years in China, language can be a great hindrance. Terminology associated with each subject made it even harder. To overcome this, I made a vocabulary list for each subject, picking up unfamiliar words from the textbook and teachers' notes. Then I would review them daily so I could remember the words long after I first discovered them.

> **"I FOUND IT USEFUL FOR MY LANGUAGE LEARNING TO REGULARLY SEEK SUPPORT FROM THE EALD DEPARTMENT. THE ESL TEACHERS WERE MY SECRET WEAPON.**

PAST STUDENT EXPERIENCE

SHAHMIR ALI

SHAHMIR'S SENIOR SUITE OF SUBJECTS
ENGLISH, MATHEMATICS B MATHEMATICS C, CHEMISTRY, PHYSICS, ANCIENT HISTORY

GRADUATED FROM INDRO **2015**

CURRENTLY DOING DOCTORAL STUDIES IN NEW YORK

PATH TO TERTIARY STUDY

I graduated from John Hopkins University in America in 2019 with an undergraduate Honours Degree in Public Health and Political Science with a scholarship as a Woodrow Wilson fellow. I'm now doing a PhD in Public Health. I had a lot of research experience working with low-income food environments in Baltimore city – nutritional interventions and urban environments are a point of interest for me.

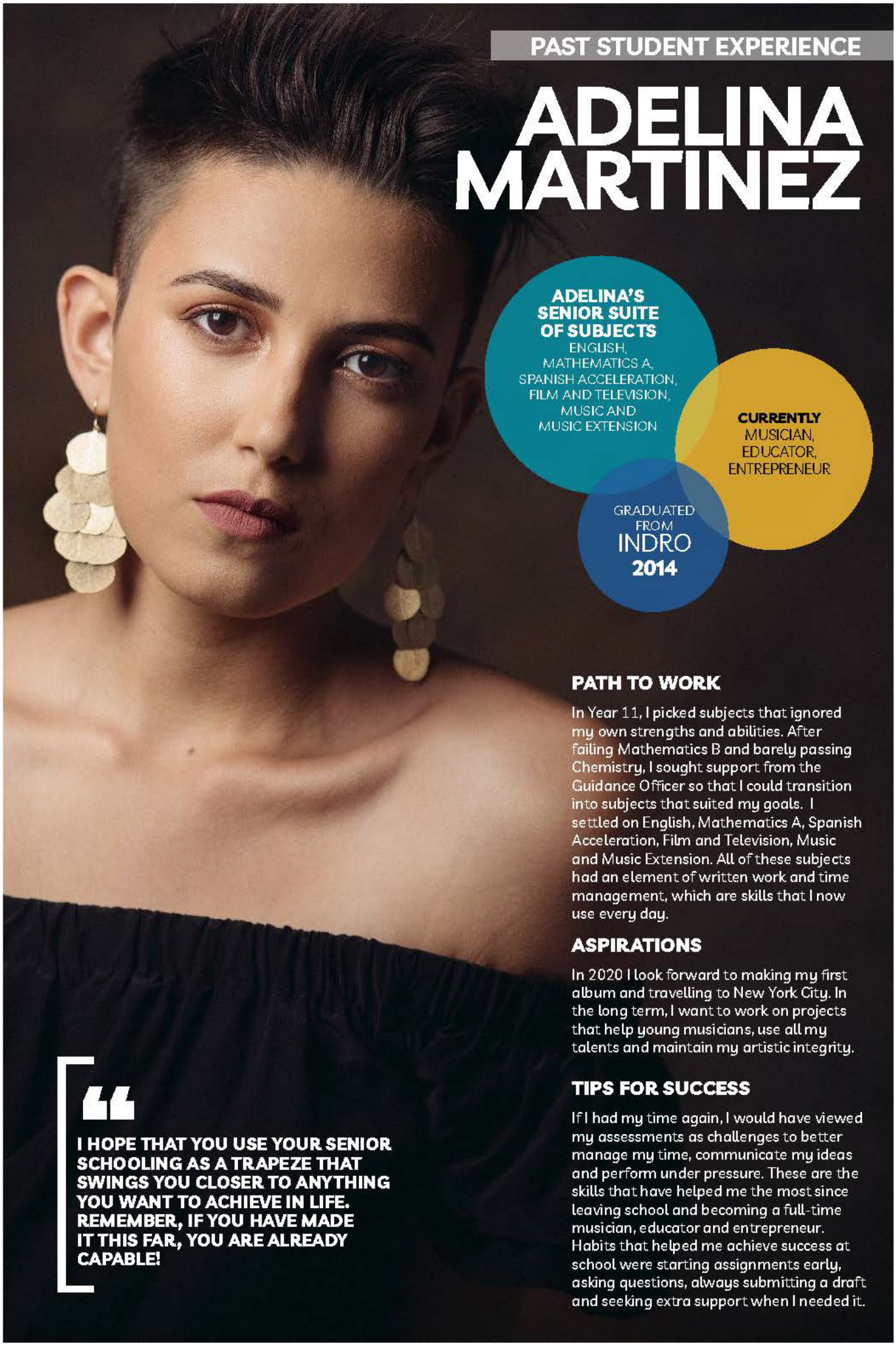
ASPIRATIONS

I hope to work with the World Health Organisation, or perhaps in a faculty position in the US, Australia or China.

TIPS FOR SUCCESS

Explore diversity in the coursework you choose in your Senior years. You really never know what skills you'll end up taking from your classes. (Ancient History source critiques helped with Biology work at undergraduate level; you would be surprised at the kind of skills you learn in different subjects in senior that translate to the university context).

> **"EMBRACING MORE DIFFICULT COURSEWORK IN YEAR 11 AND 12 REALLY GAVE ME A BIG HEAD START WHEN IT CAME TO UNIVERSITY CLASSES, SO DON'T BE AFRAID OF THE CHALLENGE!**



PAST STUDENT EXPERIENCE

ADELINA MARTINEZ

ADELINA'S SENIOR SUITE OF SUBJECTS
ENGLISH,
MATHEMATICS A,
SPANISH ACCELERATION,
FILM AND TELEVISION,
MUSIC AND
MUSIC EXTENSION

CURRENTLY
MUSICIAN,
EDUCATOR,
ENTREPRENEUR

GRADUATED
FROM
INDRO
2014

PATH TO WORK

In Year 11, I picked subjects that ignored my own strengths and abilities. After failing Mathematics B and barely passing Chemistry, I sought support from the Guidance Officer so that I could transition into subjects that suited my goals. I settled on English, Mathematics A, Spanish Acceleration, Film and Television, Music and Music Extension. All of these subjects had an element of written work and time management, which are skills that I now use every day.

ASPIRATIONS

In 2020 I look forward to making my first album and travelling to New York City. In the long term, I want to work on projects that help young musicians, use all my talents and maintain my artistic integrity.

TIPS FOR SUCCESS

If I had my time again, I would have viewed my assessments as challenges to better manage my time, communicate my ideas and perform under pressure. These are the skills that have helped me the most since leaving school and becoming a full-time musician, educator and entrepreneur. Habits that helped me achieve success at school were starting assignments early, asking questions, always submitting a draft and seeking extra support when I needed it.

"I HOPE THAT YOU USE YOUR SENIOR SCHOOLING AS A TRAPEZE THAT SWINGS YOU CLOSER TO ANYTHING YOU WANT TO ACHIEVE IN LIFE. REMEMBER, IF YOU HAVE MADE IT THIS FAR, YOU ARE ALREADY CAPABLE!

PAST STUDENT EXPERIENCE

SOPHIE BARTON

CURRENTLY
STUDYING AT MONASH UNIVERSITY: BACHELOR OF SCIENCE AND ARTS WITH A DIPLOMA IN SPANISH AND LATIN AMERICAN STUDIES

SOPHIE'S SENIOR SUITE OF SUBJECTS
ENGLISH, MATHEMATICS A, BIOLOGY, SPANISH ACCELERATION, ANCIENT HISTORY AND FILM, TELEVISION AND NEW MEDIA

GRADUATED FROM INDRO **2017**

"BIGGEST STUDY TIP: PUT 200% INTO DRAFTS. THE BETTER THE DRAFT IS, THE MORE FEEDBACK YOU HAVE TO ADVANCE.

PATH TO TERTIARY STUDY

I moved interstate to attend Monash University just after graduation. I am studying a Bachelor of Science and Arts with a Diploma in Spanish and Latin American Studies. I am majoring in Earth Science and Human Geography respectively. In 2019, I have been the youngest person to receive a Full Scholarship as a Diversity and Inclusion Residential Advisor. I largely attribute this to the appreciation for unity in diversity that Spanish Immersion cultivated.

ASPIRATIONS

I am interested in working to reduce climate change inequality within the emerging world, focusing specifically on hydrogeological mitigation.

TIPS FOR SUCCESS

I don't believe there is a magical trick to achieving the perfect results. I was motivated as I recognised what a privilege it was to finish high school. I attribute my results to the basics. I prioritised sleep (8-plus hours), attendance, exercising, taking breaks and starting tasks the day I received them. I am so glad I studied a wide variety of subjects as in Year 10 I was set on Medicine, in Year 11 and 12 on Law, and then two days before results came out I changed to Science (and I have since changed majors).

PAST STUDENT EXPERIENCE

TOM ROBINSON

TOM'S SENIOR SUITE OF SUBJECTS
ENGLISH, PREVOCATIONAL MATHEMATICS, MODERN HISTORY, CERTIFICATE II IN FURNITURE MAKING PATHWAYS, PHYSICAL EDUCATION, TECHNOLOGY STUDIES

CURRENTLY COMPLETING A SHIPWRIGHT APPRENTICESHIP

GRADUATED FROM INDRO **2016**

PATH TO WORK

Since high school I knew I wanted to become a boat builder. The Certificate I completed in Furniture Making was a fantastic foundation for my apprenticeship as I learnt the fundamentals of timber and using tools effectively. My career path has led to many great experiences involving boats and the sea, including delivery trips and yacht races.

ASPIRATIONS

Learning my trade has given me the skills and confidence to start my own projects in my spare time. I initially did boat building at home under the clothesline, at great inconvenience to my parents. I aspire to work in places like Europe and North America, where there is a thriving traditional boat-building scene.

TIPS FOR SUCCESS

Although my academic record left a lot to be desired, and my study habits matched, I spent a lot of time during high school reading books and using the internet as a tool to learn about the boat-building trade.

"THROUGH SCHOOL HOLIDAY WORK AND RESEARCH, I WAS ABLE TO FIND THE APPRENTICESHIP THAT BEST SUITED ME.

PAST STUDENT EXPERIENCE

LAUREN KRAUSE

LAUREN'S SENIOR SUITE OF SUBJECTS
CHINESE, ANCIENT HISTORY, MODERN HISTORY, GEOGRAPHY, MATHEMATICS A AND ENGLISH

CURRENTLY
COMPLETING A BACHELOR OF SECONDARY EDUCATION AT THE UNIVERSITY OF QUEENSLAND

GRADUATED FROM INDRO **2016**

"THE CHINESE TEACHERS AT INDOOROOPILLY WERE ALWAYS SO ENTHUSIASTIC AND PASSIONATE IN THEIR TEACHING, AND ALWAYS OFFERED SUPPORT, EVEN AFTER SCHOOL HOURS.

PATH TO TERTIARY STUDY

Indooroopilly State High School's Chinese Acceleration Program fuelled my passion and love for Chinese, and created a wonderful learning experience. I am in my third year at The University of Queensland and still studying the language, seven years since starting Chinese Acceleration at high school.

ASPIRATIONS

I've finally decided to study Secondary Education and it really was because I love Chinese and I want to keep using it. I also hope that as a teacher, I can encourage other young people of non-Chinese background to learn Chinese.

TIPS FOR SUCCESS

A useful study tip that I have often used is to, 'chunk' words into meaningful phrases (rather than studying individual characters in isolation), because 'chunking' helps in remembering vocabulary.

IT'S TIME FOR DECISIONS ABOUT YOUR FUTURE!

This is an exciting time for students and parents. You are about to engage in an important process of choosing your subjects for your three years in Senior Schooling.

You do not need to make these decisions alone. You have the benefit of being able to discuss your choices with your family and friends.

You can seek advice from our Guidance Officers; you can consult with teachers; you can access an extensive library of book and electronic material about subjects, courses, careers and tertiary institutions.

Choosing your subjects is an important step – one that can shape your future. To make a good decision, you need to be informed, and we're here to support you every step of the way. We'll assist by providing guidance when needed to aid your choice in what's best for you right now and into the future.

The subjects you choose won't just affect the next year or two – they can influence your career options, lifestyle, and the direction your life takes. That's why it's important to think carefully about what you enjoy, what you're good at, and where you want to go.

General advice - pick subjects that you've done well in and that you actually like. Avoid choosing something just because your friends are doing it – this is your future, not theirs. Be confident in your own choices. Think about what kind of future you want, and choose subjects that help you build towards it while keeping your options open.

We wish you well during this decision-making time. Should you or your parents wish to consult with a member of staff, please contact us 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 High, 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 and 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 Australian Tertiary Assessment Rank (ATAR, previously OP) 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
- Apprenticeships/Traineeships
- Short vocational and training courses
- 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 check the following sources of information on careers:

- My Future – available online at www.myfuture.edu.au
- The Department of Employment and Training website at www.trainandemploy.qld.gov.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
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 Years 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
- "All the boys or girls take that subject" (all subjects or units have equal value for males and females).

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, Biology, Business, Chemistry, Chinese, Chinese Acceleration, Dance, Design, Digital Solutions, Drama, Economics, Engineering, Fashion, Film, Television and New Media, Food & Nutrition, Geography, Certificate I in Manufacturing Pathways, Physical Education, Sport & Recreation, Ancient History, Modern History, Psychology, Legal Studies, Music, Physics, Spanish, Spanish Acceleration, Visual Art

Students who have graduated from the **Spanish Immersion Program** (Years 7-9) and choose Spanish Acceleration 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 **Chinese Acceleration** and have an average achievement level of B or above 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 are currently enrolled in the **Mathematics and Engineering Acceleration** course and choose Mathematical Methods Acceleration as a senior subject will study the Years 11 and 12 syllabus across Years 10 and 11. 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 called **Connect**. 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.

Students in the *ATAR Leap Program* are supported by a tailored Connect program in Years 10, 11 and 12 where they will work with other students who have accelerated their learning in other courses of study.

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 Baccaleaurette 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)

Application Process

Students and parents who are interested in a Senior Secondary Program of Excellence are invited to attend the information sessions held as part of our Senior Subject Selection 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@indoorooshs.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

Students who demonstrate success in our Junior Secondary Programs of Excellence in Spanish Immersion, Mathematics & Engineering Acceleration, Chinese Acceleration and Music Acceleration will be invited to continue their studies in their chosen program.

Junior Secondary Programs of Excellence Graduates will either join with other *ATAR Leap Program* students in a differentiated Connect program throughout Senior Secondary or elect to enter the *IB Preparation Programme*. Should Junior

Secondary Programs of Excellence graduates choose an *ATAR Leap Program* pathway, they are able to apply to 'Leap' a second subject in Year 10.

Year 9 Graduates from our Spanish Immersion Junior Secondary Program of Excellence will study Year 11 Queensland Curriculum and Assessment Authority Spanish with their Year 10 Spanish Immersion peers. They will also experience a differentiated Connect program with selected students in either the *ATAR Leap Program* or the *IB Preparation Programme*.

Year 9 Graduates from our Mathematics and Engineering Acceleration Junior Secondary Program of Excellence will study Year 11 Queensland Curriculum and Assessment Authority Mathematical Methods with their Year 11 Math Methods peers. They will also experience a differentiated Connect program with selected students in either the *ATAR Leap Program* or the *IB Preparation Programme*.

Year 9 Graduates from our Chinese Acceleration Junior Secondary Program of Excellence will study Year 11 Queensland Curriculum and Assessment Authority Chinese with their Year 10 peers. They will also experience a differentiated Connect program with selected students in either the *ATAR Leap Program* or the *IB Preparation Programme*.

Year 9 Graduates from our Music Acceleration Junior Secondary Program of Excellence will study Year 11 Queensland Curriculum and Assessment Authority Music with their Year 10 peers. They will also experience a differentiated Connect program with selected students in either the *ATAR Leap Program* or the *IB Preparation Programme*.

YEAR 10 SUBJECTS, PREREQUISITES AND PATHWAYS

Learning Area	Year 10 Subject Name	Year 9 Result	Years 11 and 12 Subject Pathway
English ***All Students Must Choose One from this Learning Area***	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 ***All Students Must Choose One from this Learning Area***	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
	Mathematical Methods Acceleration	*Existing Maths Acceleration Student*	Accelerated Year 11 & 12 Mathematical Methods IB Mathematics - Analysis and Approaches HL
	Essential Mathematics*	Nil	Essential Mathematics*
Engineering	Engineering	C in Mathematics and Science advised	Engineering
Science	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	C in History advised	Modern History IB History+
	Geography	C in History advised	Geography Tourism*
	Economics	C in History advised	Economics Tourism*
	Legal Studies	C in English advised	Legal Studies
	Accounting	Preferably studied ECB in Year 9	Accounting Business IB Business+
	Business	Preferably studied ECB in Year 9	Accounting Business Tourism* IB Business+
The Arts	Dance	Preferably studied Dance in Year 9, C in English advised	Nil

Learning Area	Year 10 Subject Name	Year 9 Result	Years 11 and 12 Subject Pathway
	Drama	Preferably studied Drama in Year 9, C in English advised	Nil
	Film, Television and New Media	Preferably studied Media Arts in Year 9, C in English advised	Nil
	Music	Preferably studied Music in Year 9, C in English advised	Music IB Music+
	Music Acceleration	*Existing Music Acceleration Students*	Accelerated Year 11 & 12 Music
	Visual Art	Preferably studied Visual Art in Year 9, C in English advised	Visual Art IB Visual Art+ Certificate II in Visual Art*
Health and Physical Education	Physical Education	C in HPE advised	Physical Education
	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 Acceleration	*Existing Spanish Immersion Students*	Accelerated Year 11 & 12 Spanish IB Spanish B+
	Chinese	C in Chinese advised	Chinese IB Mandarin Ab Initio+
	Chinese Acceleration	*Existing Chinese Acceleration Students*	Accelerated Year 11 & 12 Chinese IB Mandarin Ab Initio+/B+
Design & Technologies	Design	Preferably studied Design in Year 9	Design
	Certificate I in Manufacturing (Pathways)*	Preferably studied Industrial Technology Skills in Year 9	Certificate II in Construction* Furnishing Skills* Certificate II in Engineering Pathways*
	Fashion	Preferably studies and Design & Technologies subject in Year 9	Fashion*
	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 (Remote Pilot) *	B in English, Maths and Science required	Flight Training*
	CISCO Networking Academy	Preferably studied Digital Technologies in Year 9	CISCO Networking Academy*
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 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 POTENTIAL CANDIDATES

Students planning to study the International Baccalaureate Diploma Programme (IB) in Years 11 and 12 should apply for the IB Preparation Programme, 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 *or* • Mathematical Methods	• Mathematical Applications & Interpretations *or* • Mathematics Analysis & Approaches
3	• Physics or • Biology • Chemistry	• Physics or • Biology • Chemistry
4	• Ancient or Modern History *or* • Accounting *or* Business *or* • Psychology	• History *or* • Business Management *or* • Psychology
5	• Spanish *or* • Chinese	• Spanish *or* • Chinese
6	• Art *or* • Music	• Art *or* • Music

SENIOR EDUCATION PROFILE

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

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

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

Statement of results

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

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.

Senior External Examinations
The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA. Information is provided to students about these examinations in Term One of Year 12.

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

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

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

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

SENIOR EXTERNAL EXAMINATIONS

Senior External Examinations course overview

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

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

The Senior External Examination is for:

- Low candidature subjects not otherwise offered as a General subject in Queensland
- Students in their final year of Senior schooling who are unable to access particular subjects at their school
- To meet tertiary entrance or employment requirements
- For personal interest.

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

For more information about the Senior External Examination, 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/certificates-and-qualifications/sep/sep-calendar.

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 deal with 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 (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.

Essential English	Core Subject	Year 10

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 Red Dog 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 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

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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.

English As An Additional Language	Core Subject	Year 10

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: Island Invasion (Analytical - Written)

In this unit, students will study Shakespeare's The Tempest. They will look at the play as an allegory for colonialism and look at writing about Australian productions of the play that have emphasised this aspect of the text.

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.

Pre-IB English	Core Subject	Year 10

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.

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

General Mathematics	Core Subject	Year 10

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 alternative item (the alternative assessment may be of the form of a report, an investigation or an oral presentation)

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.

Mathematical Methods	Core Subject	Year 10

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 alternative item (the alternative assessment may be of the form of a report, an investigation or an oral presentation)

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.

Essential Mathematics	Core Subject	Year 10

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 medicine doses, 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 Relationship

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 four supervised written tests and one alternative item (the alternative assessment may be of the form of a report, an investigation or an oral presentation).

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.

Accounting	Elective Subject	Year 10

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

Year 10 Accounting is a foundation for Year 11 and 12 Accounting.

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.

Biology	Elective Subject	Year 10

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 multicellular organisms are functioning sets of interrelated systems interdependent on the environment. They will also investigate how energy and matter move within systems and impact upon populations and communities. 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.
- Life roles through life role performances.

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.

Business	Elective Subject	Year 10

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 – Coffee Venture/Sustainable Fashion

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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 group project culminating with the running of a coffee business where students make and deliver coffee to consumers (school-based). During this project students will be trained to operate a commercial coffee machine, work in a team, manage their peers and design and market a business venture.

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

Certificate I In Manufacturing Pathways MSM10216	Vocational Education and Training Subject	Year 10

(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 and metal objects. This course is accessible for all students.

Course Outline

This course is designed to deliver broad-based underpinning skills and knowledge using a range of furniture making and manufacturing tasks to enhance entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture making related workplace. In addition to this you will be instructed in the area of Workplace Health and Safety that will assist to prepare you for entry into the workforce. You will become familiar with the correct terminology associated to the industries conversant with furniture making and manufacturing. The projects you will undertake will be both challenging and enjoyable.

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
- MSMPCII296 - Make a small furniture item from timber
- MEM18001C – Use hand tools
- MSFFM2001 - Use furniture making hand and power tools
- MSMOPS101 - Make measurements
- MSMOPS102 Perform tasks to support production
- PMBFIN201 - 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 hadn tools, power tools and machinery. There is scope for creativity as students construct a range of unique products. Moreover, students 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
- Dovetail box
- Theory quizzes

Future Options

After studying Certificate I in Manufacturing Pathways, students can study subjects in Years 11 and 12 such as Furnishing Skills, Certificate II in Construction, Certificate II in Engineering Pathways. Industrial Technology subjects introduce students to careers in the construction and engineering 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.

Certificate III In Aviation (Remote Pilot) AVI30419	Vocational Education and Training Subject	Year 10

National Training Package Code: AVI Aviation Training Package)
Lead RTO: TBA

Overview
What is AVI30419 Certificate III in Aviation?
AVI30419Certificate 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

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

Chemistry	Elective Subject	Year 10

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, commonly known as Mandarin, is the official language of the People's Republic of China and Singapore. It is the most widely spoken language globally, with approximately 990 million native speakers and an additional 194 million second-language speakers. Mandarin serves as the primary language across mainland China and is extensively used in overseas Chinese communities throughout the Asia-Pacific region, including Australia. It also holds international significance as one of the six official languages of the United Nations.

The Chinese writing system boasts a rich history, with characters dating back over 3,500 years, making it the oldest continuously used writing system in the world. Learning Chinese offers students the opportunity to engage with a language deeply rooted in history while remaining highly relevant in today's global context.

Why study Chinese?

Engage with a Rich Cultural Heritage:

China's extensive cultural legacy encompasses literature, art, architecture, music, and philosophy. Its influence extends beyond its borders, impacting neighbouring countries such as Japan, Korea, Vietnam, and Malaysia. Studying Chinese provides students with direct access to this rich cultural tapestry, fostering a deeper understanding of Eastern traditions and perspectives.

Enhance Career Prospects:

As Australia continues to strengthen its economic and diplomatic ties with China, proficiency in Mandarin becomes increasingly valuable. Students equipped with Chinese language skills are well-positioned for careers in international business, trade, education, research, and technology sectors that engage with Chinese counterparts.

Facilitate Global Communication:

Mandarin is spoken in numerous countries and regions worldwide. For students interested in travel, tourism, or international relations, the ability to communicate in Chinese opens doors to diverse experiences and connections.

Promote Personal and Cognitive Development:

Learning Chinese challenges students to develop critical thinking, problem-solving, and analytical skills. It enhances cognitive abilities and fosters intercultural competence, preparing students to navigate and contribute to an increasingly interconnected world.

Course Outline

The Chinese language curriculum is underpinned by the two interrelated strands of Communicating meaning in Chinese and Understanding language and culture. Through these two strands students acquire essential communication skills, an intercultural capability, and an understanding of the role of language and culture in communication.

The following units aligned with the Australian Curriculum will be explored:

- Let's party
- At the doctors
- Adolescence and careers
- Technology and social media

Learning Experiences

A wide range of teaching and learning strategies will be implemented to cater to various types of learners, incorporating ICT where appropriate. Students will participate in a variety of activities and tasks that encourage critical thinking, connectedness, collaboration and creative problem-solving skills.

Preferred Pre-Requisites

Years 8 and 9 Chinese with at least a C level achievement.

Assessment

Assessment in the Chinese program aligns with the two interrelated strands of the Australian Curriculum: *Communicating meaning in Chinese* and *Understanding language and culture*. Students' progress is evaluated through a variety of tasks that assess their ability to interact in Chinese, interpret and create texts, and reflect on the interrelationship between language and culture. These assessments

are designed to be both formative and summative, providing a comprehensive understanding of each student's language development, as well as allowing students the opportunity to preview assessment styles that will appear in the senior Chinese course.

Future Options

Proficiency in Chinese offers students a competitive edge in various fields, including international business, trade, science, law, health, commerce, tourism, hospitality, education, diplomacy, and international relations. As Australia continues to strengthen its engagement with Chinese-speaking communities globally, the demand for bilingual professionals is on the rise. Students can further their Chinese studies in Years 11 and 12, paving the way for advanced education and diverse career opportunities.

Cisco Networking Academy Program	School Subject	Year 10

Overview

What is CISCO?

Indooroopilly State High School has linked with the University of 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 are able to take the final qualifying exam at University of Queensland 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.

Dance	Elective Subject	Year 10

Overview

What is Dance?

People around the world dance to express their joys, sorrows, culture, identity, community, traditions and ideas. They dance to explore and celebrate their physical, emotional and mental selves through the language of movement. Dance expresses life experiences in ways that words cannot. Students develop their knowledge of body alignment, core strength and technique 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.

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

- **Responding:** requires 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.
- **Making (Performance):** requires students to 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.
- **Making (Choreography):** requires the student to create a dance piece or segment using dance concepts and skills, as well as production 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.

Years 11 and 12 Options

Dance is a foundation for the Years 11 and 12 subject Senior Dance.

Career Pathways

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 focuses on design thinking and the generation of creative ideas in response to human needs, wants and opportunities that require a balance of technical, economic, social, cultural and aesthetic requirements. Design thinking is a complex and sophisticated skill that can be analysed, developed and practised.

Design allows students to create objects, spaces, and communications in various fields like architecture, business, fashion, graphic and digital media, industrial design, interior design, and landscape architecture. It is used more for practical and commercial purposes than for self-expression.

Why study Design?

Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems. The Design learning area prepares students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

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 learn how design has influenced the economic, social and cultural context in which they live. They will undertake projects where they conceive and imagine possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills and information and communication (ICT) skills to work in design teams and liaise with stakeholders. The design thinking skills students learn broadly apply to a wide range of professions and are highly desirable and transferable across a multitude of industries.

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/folios.

Years 11 and 12 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.

Digital Solutions	Elective Subject	Year 10

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 in groups and individually.

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!

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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 in groups to create and publish your designs.

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

Learning Experiences

Students will:

- Learn to program in both C# and JavaScript
- Develop information systems to support a school faculty.
- Create their own computer game
- Work in groups to manage tasks and projects
- Create simple circuits and collect environmental data using hardware sensors

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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 and 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 3 criteria areas of **Forming, Presenting** and **Responding** through the following possible 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

A C in Year 9 English is advised, as is participation in the Year 8 course, Theatrical Movement Studies and/or Drama in Year 9. 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 (written responses are completed as individual). Assessment within Drama covers the three dimensions of **Forming, Presenting and Responding.** Tasks can include the following;

Forming

- Scriptwriting
- Design tasks
- Workshops
- Directing tasks

Presenting

- Group performance
- Devised performance
- Scripted Drama

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 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.

Engineering	Elective Subject	Year 10

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.

Economics	Elective Subject	Year 10

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 countries 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

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Preferred Pre-Requisite

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

Fashion	Elective Subject	Year 10

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 tos 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

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

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Assessment

Students are assessed under strands: Project folios, Practical work

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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 Film, Television & New Media?

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 Film, Television & New Media?

- 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?
- Study Film, Television & New Media and 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 Film, Television & New Media adapts to reflect changes in industrial practice.

Students will study Media through the dimensions of design, production and critique. Exploration of these dimensions will occur in units of work based around National Cinema, Television Genres and Cult Cinema.

Students will produce the following videos:

- A short narrative piece inspired by Television Genres
- A short narrative piece inspired by Cult Cinema

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 European, Asian 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

A C grade in Year 9 English is advised and participation in Visual Media Technology is recommended. Year 10 Film, Television & New Media 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 two dimensions of Making and Responding.

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.

Food & Nutrition	Elective Subject	Year 10

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 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.

Cost

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

Geography	Elective Subject	Year 10

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

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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.

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 – Argumentative 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.

Modern History	Elective Subject	Year 10

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.

Music	Elective Subject	Year 10

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:

- Beyond Borders: Music Around the World
- Sounds Australian: The music of Aboriginal and Torres Strait Islander Peoples, Classical, Rock, Pop, Jazz and Folk

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:

- **Analysis** 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.

Psychology	Elective Subject	Year 10

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 will 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

Physical Education - High Performance Basketball Program	Elective Subject (2 Year Course)	Year 10

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

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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 2026

Unit 1 (20 weeks)

- Functional Anatomy, Biomechanics and Motor Learning
- Basketball fundamentals and style of play
- With Badminton
- With Basketball

Unit 2 (20 weeks)

- Winning Edge – Sports Psychology
- Offensive and defensive transitions
- Basketball analytics
- Basketball officiating
- With Basketball

Preferred Pre-Requisites

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

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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 Monday 4th August. If shortlisted, students will be invited to attend a try-out session starting Wednesday 6th August.

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.

Physics	Elective Subject	Year 10

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 and Energy, Space Physics 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.

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 Spanish?

Spanish is one of the most widely spoken and influential languages in the world, with over 559 million speakers across four continents. It ranks second globally for native speakers and is a leading language in international communication, education, and global media.
As a language of culture, history, and growing global relevance, Spanish is spoken in 21 countries across Europe and the Americas, and plays a major role in international diplomacy, business, and tourism. It also offers access to rich and diverse cultures across the Spanish-speaking world—both past and present.

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. Learning Spanish lets you talk to new people, explore other ways of life, and see the world from different perspectives. It's a step towards becoming a more confident, curious, and active global citizen.

Discover Hispanic Culture: The Spanish-speaking world encompasses a rich tapestry of cultures, particularly across Spain and Latin America. With deep-rooted traditions in literature, art, architecture, music, and philosophy, learning Spanish offers access to a vast and diverse cultural heritage.

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.

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 purpose of learning Spanish is to develop cultural awareness and communicative language skills. You communicate through speaking, listening, reading and writing. The Spanish language curriculum combines the interrelated strands of Communicating meaning in Spanish and Understanding language and culture. Studying Spanish will help you acquire essential communication skills, intercultural competence, and an understanding of the role of language and culture in communication.

The following units a will be explored in Year10 Spanish:

- Unit 1: ¿Cómo va todo?
- Unit 2: Mi casa es su casa
- Unit 3: Me gustaría saber más
- Unit 4: ¡Qué momento tan inolvidable!

Learning Experiences

You'll participate in a wide range of dynamic, student-centred activities that develop your Spanish across all skills—listening, speaking, reading, and writing. A balance of interactive, visual, and grammar-based learning strategies will support you in building fluency and accuracy.

You'll also explore how language reflects cultural values, helping you better understand your own identity and the perspectives of others. Studying Spanish also supports your learning in other subjects by improving literacy, analytical thinking, and global awareness.

Learning other languages

Learning Spanish also builds skills that are transferable to the study of other languages. With its familiar alphabet and clear grammatical patterns, Spanish is one of the most accessible languages for English speakers to learn. The cognitive benefits of mastering a language—like improved memory and problem-solving—can support your success in all areas of study.

Preferred Pre-Requisites

At least two years of previous experience with the language and preferably a C or higher overall mark in Year 9 Spanish.
If a student is really interested in studying Spanish in Year 10 but has no previous experience, they need to contact the Head of Department, Languages and Global Citizenship, for an interview.

Assessment

Assessment is guided by the two interrelated strands of Communicating meaning and Understanding language and culture, ensuring a well-rounded approach to language learning. Student progress will be measured through both formative and summative tasks, focusing on the development of core language skills and cultural understanding.

Students will demonstrate their learning through written assignments, examinations, and creative outputs such as digital presentations, scripted performances, and reflective blog entries. These varied assessment formats allow learners to apply their language skills in authentic and engaging contexts while developing confidence and communication proficiency.

Future Options

Year 10 Spanish provides a strong foundation for further study in the QCAA Senior Spanish Subject or the International Baccalaureate Diploma Programme. These pathways can lead to international qualifications and open up opportunities for university study, exchange programs, and global careers.

Being bilingual gives you a distinct advantage in today's world. Spanish is in demand across industries such as international business, law, education, healthcare, tourism, diplomacy, media, and more. More importantly, it empowers you to build meaningful connections, navigate new experiences, and contribute positively to an increasingly interconnected world.

Note: Students who have graduated from the Spanish Immersion Program (Years 7-9) are able to begin study of the Senior Spanish syllabus in Year 10. For more information, refer to the information for the Spanish Senior subject.

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 Short Course: Intro to Sport, Fitness and Recreation facilitated through our RTO partner Binnacle Training (RTO code 31319). From this short course, students will receive 2 QCE points that will either count towards their completion of Certificate III in Fitness (if chosen in year 11) or receive them as stand-alone points.

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

Binnacle Training	**Lead RTO: 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 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, visit: http://www.binnacletraining.com.au/rto.php and select 'RTO Files'.

Course Outline

- Unit 1: Sports Administration and Event Organisation with European Handball
- Unit 2: Recreation in the Community with Futsal
- Unit 3: Introduction to Sport, Fitness & Recreation (4 Unit Short Course)
- Unit 4: Introduction to Sport, Fitness & Recreation (4 Unit Short Course) cont.

Unit 3: Introduction to Sport and Recreation	Unit 4: Introduction to Fitness
• Introduction to Sport and Recreation • Conducting Sport Coaching Sessions • Personal Development and Self-Awareness Programs: • Plan and Deliver Sport-Specific Sessions • Create a Self-Awareness Action Plan	• Introduction to Fitness • Nutrition and Energy Systems • Anatomy • Fitness Programs Programs: • Community Fitness Program – Plan and Instruct Sessions for Peers • Create a Workplace Wellbeing Action Plan

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 4 respectively. Additionally, students will complete the Introduction to Sport, Fitness & Recreation (4 Unit Short Course) through our RTO Binnacle Training gaining the following competencies which are conditional upon student course completion:

- SISSSCO001: Conduct sport coaching sessions with foundation level participants
- BSBPEF302: Develop self-awareness
- BSBTWK201: Work effectively with others
- BSBPEF201: Support personal wellbeing in the workplace

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

Why study Visual Art?

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

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

Course Outline

This program links from the Visual Art course in Year 9 and prepares students for the QCAA Senior Visual Art course. 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 Realism and Modern Art through drawing, photography, collage and sculpture.
- Surreality – studies in Surrealism through drawing, painting and sculpture.

Learning Experiences

Students will learn to draw, paint and work individually to complete skills-based units. In combination with these practical experiences, students will 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.

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.

INDOOROOPILLY
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.

(Program continued from Year 9)

Overview

What is Maths & Engineering Acceleration?

Mathematics & Engineering 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 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.

Preferred Pre-Requisites

Maths & Engineering Program (Years 7-9) graduate.

Assessment

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

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.

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

NOTE:

1. 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.
2. Subjects marked with a plus (+) are Applied Subjects. One Applied Subject may contribute towards an ATAR together with four General Subjects.
3. School-based subjects are marked with a hash (#). These subjects will NOT contribute towards a student's ATAR at the end of Year 12.
4. Students who choose more than two subjects in total marked with a (●), (+) or (#) will not be eligible for an ATAR.
5. *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.
6. Students who wish to study the International Baccalaureate Programme must refer to the IB section of this handbook.
7. 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.
8. The Principal reserves the right to delete an elective subject if there are insufficient numbers to form a class of viable size.
9. 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.
10. 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.
11. 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	C in English, Maths, 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 Practise	Nil
	Certificate II in Sampling and Measurement	Refer to subject description (This course may occur on a Wed afternoon from 1.30pm-4.30pm)
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 Advised 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
	Tourism	Nil
Health & Physical Education	Physical Education	C in English & Physical Education required
	Sport and Recreation	Nil
	Cert III in Fitness/Cert II Sport and Recreation	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
	Music	C in Music advised
	Music Extension (Year 12 only)	B in Year 11 Music required

Learning Area	Year 11 Subject Name	Year 10 Result
	Certificate II in Visual Arts	Nil
	Certificate III in Screen & Media	Nil
	Visual Art	C in Visual Art advised
Languages	Spanish	C in Spanish required
	Spanish Acceleration (studying Year 12 Spanish syllabus)	C in Spanish Acceleration *(Year 11 course)* required
	Chinese	C in Chinese required
	Chinese Acceleration (studying Year 12 Chinese syllabus)	C in Chinese Acceleration *(Year 11 course)* required
	Chinese Extension (Year 12 only)	C in Chinese or Chinese Acceleration required
Design & Technologies	Furnishing Skills (Applied)	Certificate I in Manufacturing Pathways advised
	Certificate II in Engineering Pathways	Certificate I in Manufacturing Pathways advised
	Certificate II in Construction	Certificate I in Manufacturing Pathways advised
	Certificate III in Health Services Assistance	Refer to subject description
	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

General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied
- Essential Mathematics

Health and Physical Education

General
- Physical Education

Applied
- Sport and Recreation

English

General
- English
- English as an Additional Language
- Literature
- English & Literature Extension

Applied
- Essential English

Science

General
- Biology
- Chemistry
- Physics
- Psychology
- Science in Practice

Humanities and Social Sciences

General
- Accounting
- Ancient History
- Business
- Economics
- Geography
- Legal Studies
- Modern History

Applied
- Tourism

Languages

General
- Chinese
- Chinese Extension
- Spanish

Senior External Examination only
- Arabic
- Chinese — full form characters
- Indonesian
- Korean
- Latin
- Modern Greek
- Punjabi
- Russian
- Vietnamese

Technologies

General
- Aerospace Systems
- Design
- Digital Solutions
- Engineering
- Food & Nutrition

Applied
- Furnishing Skills

The Arts

General
- Dance
- Drama
- Film, Television & New Media
- Music
- Music Extension (Composition)
- Music Extension (Musicology)
- 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
General Senior subject

General

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): Examination	15%
	50%

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): Examination	15%
• Summative external assessment (EA): Examination *Subject matter from Units 1 and 2 is assumed knowledge in the external examination.*	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** • IIntegration 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 *Subject matter from Units 1 and 2 is assumed knowledge in the external examination.*	50%

Essential Mathematics
Applied Senior subject

Applied

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

English
General Senior subject

General

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 (IA3): • Extended response – written response for a public audience	Formative internal assessment 4 (IA4) • Examination – analytical written response
Formative internal assessment 1 (IA1): • Extended response – imaginative 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 1 (IA1): • Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination – analytical written response	25%

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 (IA2): • Extended response – persuasive written response	Formative internal assessment 4 (IA4) • Examination – analytical extended response
Formative internal assessment 3 (IA3): • 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.

Literature
General Senior subject

General

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 1 (IA1): • Examination – analytical written response	
Formative internal assessment 2 (IA2): • Extended response – imaginative spoken/multimodal response	Formative internal assessment 4 (IA4) • 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 1 (IA1): • Examination — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal 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%

Essential English
Applied Senior subject

Applied

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 (IA1): • Extended response – spoken/signed response	Formative internal assessment 3 (IA3): • Extended response – Multimodal response
Formative internal assessment 2 (IA2): • 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
General Senior subject

General

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

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** • Personalities	**Reconstructing the ancient world** • Ancient Athens (5th Century) • Crusades	**People, power and authority** • Punic Wars • 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 (25%)	Formative Internal assessment 3 (IA3): • Investigation (25%)(25%)
Formative internal assessment 2 (IA2): • Investigation (25%)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 response	25%

Business
General Senior subject

General

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
General Senior subject

General

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

Geography
General Senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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
General Senior subject

General

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** • Nazi Germany • China since 1931	**International experiences in the modern world** • Cold War (1945 onwards) • Migration since 1848

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%

Tourism
Applied Senior subject

Applied

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 external assessment (EA): • Project – careers in tourism	25%

Aerospace Systems
General Senior subject

General

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%

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

Digital Solutions
General Senior subject

General

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 • Exploring autonomy	**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%

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 create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Pathways

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

Objectives

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

- Recognise and describe food and nutrition facts and principles
- Explain food and nutrition ideas and problems
- Analyse problems, information and data
- Determine solution requirements and criteria
- Synthesise information and data
- Generate solutions to provide data to determine the feasibility of the solution
- Evaluate and refine ideas and solutions to make justified recommendations for enhancement
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein • 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%

Furnishing 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 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
General Senior subject

General

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%

Sport and Recreation
Applied Senior subject

Applied

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	**Unit 2: Coaching and Officiating**	**Unit 3: Event Management**	**Unit 4: Fitness for Sport and Recreation**
• Sport Nutrition and Student Choice	• Coaching and Volleyball	• Tournament design with badminton	• Fitness, strength and conditioning
• Sports Medicine and First Aid with Basketball	• Officiating and Touch	• Event management for Uear 7 or 8 practical	• Fitness for ALF 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 (IA1): • Performance	Formative internal assessment 3 (IA3): • Project
Formative internal assessment 2 (IA2): • Project	Formative internal assessment 4 (IA4): • Performance

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
General Senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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 3 (IA3): • Research Task
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
General Senior subject

General

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 (IA3): • Research Task	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			

Physics
General Senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**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

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
General Senior subject

General

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 • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep	**Individual behaviour** • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Localisation of function in the brain • Visual 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 3 (IA3): • Research Investigation
Formative internal assessment 2 (IA2): • Student Experiment	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

<table>
<tr><th>Unit 3</th><th></th><th>Unit 4</th><th></th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student Experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

Science in Practice
Applied Senior subject

Applied

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
General Senior subject

General

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	

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	25%	Summative external assessment (EA): • Examination – combination response	25%

Accelerated pathway for Chinese Acceleration Graduates
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.

Chinese Extension
General Senior subject

General

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
General Senior subject

General

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	

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	25%	Summative external assessment (EA): • Examination – combination response	25%

Accelerated Spanish pathway for Spanish Immersion Graduates

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 Examination Languages

The following languages are offered through Senior External Examination (SEE) syllabuses.

- Arabic
- Chinese — full form characters
- Indonesian
- Korean
- Latin
- Modern Greek
- Polish
- Punjabi
- Russian
- Vietnamese

Assessment
All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination.

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:
			  • fusion of movement styles
			• 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, 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?	**Reflect** How is drama shaped to reflect lived experience?	**Challenge** How can we use drama to challenge our understanding of humanity?	**Transform** How can you transform dramatic practice?

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 meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning?	**Story forms** • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories?	**Participation** • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic 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 in experimental ways 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
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 project	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 plus Performance or Composition
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

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

Music Extension (Composition)
General Senior subject

General

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

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

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

Objectives
By the conclusion of the course of study, students will:
- Apply literary skills
- Evaluate music and ideas about music
- Examine music and ideas about music
- Express meaning, emotion or ideas about music
- Apply compositional devices
- Manipulate music elements and concepts
- Resolve music ideas.

Structure

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

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

Summative assessments

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

Music Extension (Musicology)
General Senior subject

General

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

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

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

Objectives
By the conclusion of the course of study, students will:
- Apply literary skills
- Evaluate music and ideas about music
- Examine music and ideas about music
- Express meaning, emotion or ideas about music
- Analyse music
- Investigate music
- Synthesise information.

Structure

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

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

Summative assessments

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

Music Extension (Performance)
General Senior subject

General

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

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

Pathways

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

Objectives

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

- Apply literary skills
- Evaluate music and ideas about music
- Examine music and ideas about music
- Express meaning, emotion or ideas about music
- Apply technical skills
- Interpret music elements and concepts
- Realise music ideas.

Structure

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

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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
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	15%	Summative internal assessment 3 (IA3): • Project – inquiry phase 3	35%
Summative internal assessment 2 (IA2): • Project – inquiry phase 2	25%		
Summative external assessment (EA): 25% • Examination			

INDOOROOPILLY
STATE HIGH SCHOOL

YEARS 10, 11 & 12

VOCATIONAL EDUCATION AND TRAINING (VET) SUBJECTS

Flight Training	School Subject	Years 11 & 12

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.

Certificate II In Auslan PSP20218	Vocational Education and Training Subject	Years 10

Overview

The language and culture of Auslan is rapidly gaining interest in the community and therefore employment opportunities are increasing. Auslan is the language of the Deaf Community in Australia. This course teaches students basic signing skills to communicate in Auslan (Australian Sign Language). 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 familiar topics.

The course contributes four QCE credits

Course Outline

This is a one-year course delivered on site to senior school students. Sign language 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

Future Options

Potential options may include:
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.

Overview

What is Certificate III in Screen and Media?

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 III in Screen and Media?

This course enables students to work towards gaining a nationally recognised certificate by completing relevant competencies. The Certificate provides students with a range of personal and interpersonal skills with general application to personal and work life. Students will develop skills that will enable them to work independently and responsibly. They will learn and practice good workplace health and safety operations, develop communication skills and be able to manage and develop screen and media content.

This qualification may cover the following training and assessment plan:

Course Outline

Certificate III in Screen and Media is based on the following units of competency selected from the below courses. Students must undertake 11 units*.

Core units:

- BSBCRT311 – Apply critical thinking skills in a team environment
- CUAWHS312 – Apply work health and safety practices
- CUAIND311 – Work effectively in the creative arts industry

Electives:

- CUADIG303 - Produce and prepare photo images
- CUADIG304 - Create visual design components
- CUAWRT301 - Write content for a range of media
- CUAACD201 - Develop drawing skills to communicate ideas
- CUACAM211 - Assist with basic camera shoots
- CUAPOS211 - Perform basic vision and sound editing
- CUAPOS311 - Edit video and audio content for social media
- CUACAM311 - Shoot material for screen productions

** These units may change but prior notification will be given.*

Learning Experiences:

Student will gain an understanding of how to work effectively in the Creative Arts industry by developing performance outcomes, skills and knowledge in this area. At this level, students will engage with video production, lighting, editing, camera operation, sound, writing media content, photography, digital drawing, design and many more.

Students are challenged with developing critical and creative thinking skills to different issues and situations and applying problem solving, evaluation and analytical skills. Students will learn how to plan, create and produce content associated with the Creative Arts industry in pre-production, production and post-production. They will gain practical experiences working in professional spaces, using modern technology.

Preferred Pre-Requisites

A pass in Year 10 Film, Television and New Media, Year 10 Visual Art, Year 10 Drama, or Year 10 Music.

Assessment

A variety of techniques are used to assess the competencies:

- Knowledge Assessments
- Observations
- Project Tasks

Students must successfully complete all competencies to be awarded a Certificate of Screen and Media qualification. The Certificate contributes up 6 points towards the Queensland Certificate of Education (QCE).

Future Options

- Ideal for students planning to pursue further tertiary study in the field of Film, Television and New Media,
- Drama, Theatre, Music, Performance, Back Stage Management, Advertising, Marketing, Management, etc.
- For those interested in seeking employment opportunities in screen, media, advertising, production, etc.
- For students interested in technical, computer and life skills that will assist with further study
- https://training.gov.au/Training/Details/CUA31020

Certificate II Hospitality SIT20322	Vocational Education and Training Subject	Years 11 & 12

(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.

Certificate II In Construction CPC20220	Vocational Education and Training Subject	Years 11 & 12

National Training Package Code: CPC Construction, Plumbing and Services Training Package).
RTO for Certificate II in Construction: Blue Dog Training (RTO No: 31193)

Overview

What is Certificate II in Construction?

The qualification CPC20220 is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship with the exception of plumbing.

The units of competency within this qualification cover essential work health and safety requirements, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two years. A student can only participate in a Blue Dog Training Career Ready program with the permission of their school.

Why study Certificate II in Construction?

The learning program should develop trade-like skills but not aim to deliver trade-level expertise. For example, the expected outcome in tiling is not to master trade-level techniques and theory, but to gain an introduction to tiling—understanding how tiles are laid, aligned, and adhered, and having the opportunity to tile a basic surface. Similarly, in general construction, the focus should be on learning how to safely use hand and power tools to construct or modify simple timber projects, rather than teaching advanced joinery or structural framing. The emphasis should be on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of each learner and those around them.

Course Outline

The Blue Dog Training Career Ready program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors. Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training. Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop. Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training is responsible for all training and assessment.

Core

CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011*	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1015	Carry out measurements and calculations

Elective

CPCWHS1001#	Prepare to work safely in the construction industry
CPCCCM2004*	Handle construction materials
CPCCCM1011	Undertake basic estimation and costing
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002*	Use wall and floor tiling tools and equipment

Notes:

- * Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.
- # The unit CPCWHS1001 Prepare to work safely in the construction industry is designed to meet WHSQ regulatory authority requirements for General Construction Induction Training (GCIT) and must be achieved before access to any building and construction work site. Successful completion of this unit of competency as part of this Blue Dog Training Career Ready

program will result in the student being issued with a Workplace Health and Safety Queensland Construction Induction 'White Card'.

More information about this qualification is available at: https://training.gov.au/Training/Details/CPC20220

Learning Experiences

- Workshop and site safety
- Hand and power tools
- Static machinery
- Setting out tasks
- Construction techniques

Preferred Pre-Requisites

There are no prerequisites. However, it is recommended you have completed Year 10 Certificate I in Manufacturing Pathways.

Note: Students who enter a VET course after the start date may not complete the qualification. They 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.

Assessment

You will be required to complete one (1) to two (2) projects each semester, which form the major part of your assessment. Upon successful completion you may be awarded 4 credit points towards your QCE.

Future Options

This subject will assist you in gaining employment in any of the many trades related to the building/construction industries e.g. Carpenter, Concreter, Tiler, Painter, Plumber, Plasterer. This subject will also be of value to students interested in pursuing professional roles within the construction industry such as Architecture, Project Managing, Surveying and Engineering.

Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200.

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Students provide their own Personal Protective equipment, as advised in first week of course.

Certificate II In Engineering Pathways MEM20422	Vocational Education and Training Subject	Years 11 & 12

(National Training Package Code: MEM05 - Metal and Engineering Training Package) . RTO for Certificate II in Engineering Pathways: Blue Dog Training (RTO No: 31193)

Overview

What is Certificate II in Engineering Pathways?

The qualification MEM20422 provides students with an introduction to an engineering or related working environment. Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace. Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training Career Ready program with the permission of their school.

Why study Certificate II in Engineering Pathways?

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc, not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs be done in a safe manner for each learner and those around them.

Completion of this qualification is a useful step towards the following career pathways:

- Fabrication/Boilermaker
- Fitter and Turner/Machinist
- Diesel Fitter
- Sheet Metal Worker

More information about this qualification is available at: https://training.gov.au/Training/Details/MEM20422

Course Outline

The Blue Dog Training Career Ready program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors. Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training. Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop. Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training is responsible for all training and assessment.

Core

MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices

Elective

MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

Notes:

- * Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.
- Elective units may be subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

More information about this qualification is available at: https://training.gov.au/Training/Details/MEM20422

Preferred Pre-Requisites

There are no prerequisites. However, it is recommended you have complete Year 10 Certificate I in Manufacturing Pathways.

Learning Experiences

- Learn to use heavy machinery such as a lathe or a guillotine
- Experience MIG welding and improve your skills in preparation for a trade
- Interpret plan drawing to produce high quality work
- Learn to work as part of a team to increase safe work practices

Assessment

You will be required to complete one (1) to two (2) projects each semester, which form the major part of your assessment. Upon successful completion you may be awarded 4 credit points towards your QCE.

Future Options

his subject will assist you in gaining employment in any of the many trades related to the manufacturing/engineering industries e.g. Welder, fabricator, machinists, boilermaker etc as well as competent other construction industries. This subject will also be of value to students interested in pursuing professional roles within the construction industry such as Architecture, Project Managing, Surveying and Engineering.

Cost

This qualification may be funded by the Department of Trade, Employment and Training (DTET) through the Career Ready program. Funded enrolments will depend on the DTET's final publication of the 2026 Career Ready funded qualifications list. Our school will confirm delivery arrangements with the approved SAS provider before finalising Career Ready VET-funded enrolments for 2026.

Enrolment in this qualification is being offered to students under a fee for service arrangement by Blue Dog Training in 2026. Fee for service cost = $1200.

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

Students provide their own Personal Protective equipment, as advised in first week of course.

Certificate III In Health Services Assistance HLT33115 Including Certificate II Health Support Services HLT23221	Vocational Education and Training Subject	Years 11 & 12

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* BSBPEF301	Organise personal work priorities and development 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 13 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 2026.

Certificate III In Fitness SIS30321 (+ Optional Certificate II In Sport And Recreation SIS20122)	Vocational Education and Training Subject	Years 11 & 12

(National Training Package Code: SIS - Sport, Fitness and Recreation Training)
Lead RTO: 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 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, visit: https://www.binnacletraining.com.au/connect/support-centre/rto-documents/ and select 'Program Disclosure Statement (PDS)'.

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 is an accredited program undertaken by a certified staff member of Indooroopilly SHS, but delivers coursework provided by a registered training organisation, Binnacle Training (RTO No: 31319) as part of a co-provider agreement.

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

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

This program also includes the following:

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

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. They must have good quality written and spoken communication skills (pass prerequisite Language Literacy and Numeracy (LLN) level 3) and an enthusiasm/motivation to participate in physical activity sessions. A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

Core:

- HLTWHS001 Participate in workplace health and safety
- BSBPEF301 Organise personal work priorities
- SISXIND011 Maintain sport, fitness and recreation industry knowledge
- BSBOPS304 Deliver and monitor a service to customers
- BSBSUS211 Participate in sustainable work practices
- SISFFIT035 Plan group exercise sessions
- BSBPEF202 Plan and apply time management*
- SISFFIT036 Instruct group exercise sessions
- SISSPAR009 Participate in conditioning for sport*
- SISFFIT032 Complete pre-exercise screening and service orientation
- SISXCCS004 Provide quality service
- SISFFIT033 Complete client fitness assessments

- SISXEMR003 Respond to emergency situations
- SISFFIT052 Provide healthy eating information
- HLTAID011 Provide First Aid
- SISFFIT040 Develop and instruct gym-based exercise programs for individual clients
- SISOFLD001 Assist in conducting recreation sessions*
- SISFFIT047 Use anatomy and physiology knowledge to support safe and effective exercise
- SISXFAC006 Maintain activity equipment*

* 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)

Course Outline

TERM 1	TERM 2	TERM 3	TERM 4
• Introduction to the Sport, Fitness and Recreation Industry • Introduction to Coaching Programs, Laws and Legislation <u>Practical Programs:</u> • Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions • SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions	• Introduction to Community Programs • Introduction to Conditioning Programs <u>Practical Programs:</u> • Community SFR Program: Assist with Delivering Community SFR Sessions • Conditioning Program: Participate in Conditioning Sessions	• Working in the SFR Industry - WHS and Provide Quality Service • Introduction to Anatomy and Physiology – The Cardiovascular system <u>Practical Programs:</u> • Group Conditioning Program: Plan and Deliver Group Conditioning Sessions • One-on-one Conditioning Program: Plan and Deliver a Cardio Program	• Introduction to Anatomy and Physiology - The Musculoskeletal System <u>Practical Programs:</u> • Recreational Group Exercise Program
TERM 5	**TERM 6**	**TERM 7**	**TERM 8**
• Anatomy and Physiology - Body Systems and Exercise • Health and Nutrition Consultations <u>Practical Programs:</u> • One-on-One Gym Program: Adolescent Client • Plan and Conduct Sessions (Scenario Clients)	• Screening and Health Assessments • Specific Population Clients (including Older Adults) <u>Practical Programs:</u> • Fitness Orientation Program: Client Orientation • Group training program: Plan and Conduct a Group Session	• First Aid Course: HLTAID011 Provide First Aid <u>Practical Programs:</u> Group Exercise and Gym-based One-on-One Sessions: • Female and Male Adults aged 18+ • Older adults aged 55+	• Finalisation of qualification: SIS30315 Certificate III in Fitness

Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log Book of practical experience

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.
Note: This program involves a mandatory 'outside subject' weekly component as follows:

- TERM 5, 6 or 7: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.
- TERM 7: A minimum of two sessions (120 minutes) – delivering a gentle exercise session to an older adult client (age 55+), undertaken at the school gym or an alternate fitness facility sourced by the school.

All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 40 hours).

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.

Future Pathways
The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:

- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. Students may also choose to continue their study by completing the Certificate IV in Fitness.

Binnacle Training also offers direct pathway into a Certificate IV in Fitness qualification through a partnership with FIT College (RTO: 31903). Also offered to Binnacle alumni is a $500.00 discount if registration is to FIT College.

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.

Certificate II In Visual Arts CUA20720	Vocational Education and Training Subject	Years 11 & 12

(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.

Diploma Of Business BSB50120	Vocational Education and Training Subject	Years 11 & 12

(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
- BSBFIN501 Manage Budgets and Financial Plans
- BSBOPS501 Manage Business Resources
- BSBXCM501 Lead Communication in the Workplace
- BSBSUS511 Develop Workplace Policies and Procedures for Sustainability
- BSBHRM525 Manage Recruitment and Onboarding
- BSBOPS504 Manage Business Risk
- BSBPMG430 Undertake Project Work
- BSBTWK503 Manage Meetings
- 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

- Online modules
- Assignments
- 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: $2600 not including Payment Plan Fee, $2700 including Payment Plan Fee
- International: $2850 not including Payment Plan Fee, $2950 including Payment Plan Fee

This covers the enrolment and tuition fee for the course, completed over 18 months. Payment plans are available.

INDOOROOPILLY
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 5,700 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 Organization'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
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- 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 are the watchwords of the Diploma Programme's assessment strategy.
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 artistic pursuits, sports, 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 life. It is concerned with the study of all living things, aiming to provide understanding of the structure and function of organisms and how they interact with one another. Biology is an intellectually challenging topic that forms the basis of, and is embedded in, other scientific topics. IB Biology students are critical and creative thinkers that develop an ability to analyse, evaluate and synthesis a scientific information and communicate in a variety of ways. IB Biology students are critically aware as global citizens especially of the ethical implications of biotechnology.

Why study IB Biology?

An understanding of Biology is essential for further science and health based tertiary courses and many vocations and IB Biology is internationally recognised. Science in the form of Biology is also an essential part of general literacy in modern society for example; when we read that a toddler has mum's eyes, dad's ears and the milk man's teeth, choose food and drink from the supermarket and collect a prescription from the chemist, when we support a Greenpeace campaign, or argue about defence and nuclear weapons, read about developments in biotechnologies new and old, when we discuss the ethics of transplant surgery or embryo experimentation and when we communicate concern about increasing atmospheric levels of carbon dioxide, about the destruction of the ozone layer, and the issues of world hunger and human lifestyles, the diagnosis of diseases, and many others.

Course Outline

The biology syllabus comprises four themes, each made up of two concepts. Each theme is 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 by practical discovery both by “hands-on” experimental and by demonstrations. 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 the Biology units in the Year 10 Science course. 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 Biology prepares you for a wide range of careers in the Biological/Environmental Sciences and the Health Sciences. For example: Medicine, dentistry, the environment, 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, information sciences (museum curator, publishing, journalism, statistical and data processing), 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.

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 optimize 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 six concepts underpinning the subject (change, culture, ethics, globalisation, innovation and strategy), 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 have the opportunity to participate in the Ecoman program which allows you to “work” in a simulated business.

Preferred Pre-Requisites

No particular background in terms of specific subjects is required; however, a familiarity with business 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

IB subjects all include a range of assessment items including a report (at Standard or Higher level) as well as 2 or 3 exams at the end of the 2 year course covering all aspects and units of the course. To scaffold towards this assessment there will be a range of course and assessment tasks for each unit as well as cumulative assessment covering all units to date. Assessment is case study based.

Future Options

Business Management provides a very useful foundation if you wish to pursue a business 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 the Chemistry units in the Year 10 Science course. 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 are strongly advised to choose English or Essential English.

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 key historical concepts such as change, causation 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

Prescribed subjects:

- The move to global war

World history topics:

- Authoritarian states (20th century)
- Causes and effects of 20th-century wars

HL options: Depth studies

- History of Europe

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

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Assessment

Students at Standard Level (SL) and Higher Level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. In addition, students at HL are also required to undertake an in-depth study of three sections from 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)
  Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions.
- Paper 2 (1 hour 30 minutes)
  Essay paper based on the 12 world history topics. Answer two essay questions on two different topics.
- Paper 3 (Higher Level only 2 hours 30 minutes)
  For the selected region, answer three essay questions.

Internal Assessment

- Historical investigation (2200 words)
  Students are required to complete a historical investigation into a topic of their choice.

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 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 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, 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 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 (3 hours 30 minutes)

Paper 1 (1 hour 30 minutes)

- Productive skills – writing (30 marks)
- One writing task of 540-720 characters 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)
- 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

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 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, and can select only one. The three subjects are:

1. Mathematics: applications and interpretation SL. For students interested in mathematics, engineering, physical sciences, and some economics. In terms of university pre-requisites, this is a QTAC equivalent to QCAA General Mathematics.
2. Mathematics: analysis and approaches SL. For students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design. In terms of university pre-requisites, this is a QTAC equivalent to QCAA Mathematical Methods.
3. Mathematics: analysis and approaches HL – for students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design. In terms of university pre-requisites, this is a QTAC equivalent to QCAA Mathematical Methods + 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.

The subject will allow students to:

- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time, places and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills
- Develop their knowledge and potential as musicians, both personally and collaboratively

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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.

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.

Assessment

Exploring

- 2400 word analysis and rational for exploring works
- 32 bar composition (exploring)
- 32 bar performance (exploring)

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
- Process Evidence Journal

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

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)	Weighting
Paper 1 (1 hour & 30 minutes) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 45 marks)	36%
Paper 2 (1 hour and 30 minutes) Short-answer and extended-response questions on standard level material only. (Total 50 marks)	44%

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. (Total 24 marks)	20%

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 is the study of mental processes and human behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. IB psychology looks at three main approaches to behaviour (biological, cognitive and sociocultural), with an overarching understanding of research methods and ethics.

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:

- Develop knowledge and understanding of psychological concepts, content and contexts including models and theories
- Think critically and creatively about behaviour and cognitive processes
- Engage with problems facing individuals, groups and societies using psychological understanding and skills

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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 provide a framework through which specific content is considered and contexts 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 125% - integration of concepts, content and contexts (1 hour 30 minutes)
- Paper 225% - applying concepts and content to research contexts (1 hour 30 minutes)

- Paper 330% - 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 135% - integration of concepts, contents and contexts (1 hour 30 minutes)
- Paper 235% - 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, 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 times, 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

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, 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 bought 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 times, 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:

It is compulsory to have at least 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 bought 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?

Visual Art is a valuable subject which offers many opportunities for involvement in wider cultural and creative sectors, as arts practitioners fulfil many roles within our community. This course provides opportunities for students to explore these roles through active engagement with one or more of the arts practices. It is an ideal subject for students who have experienced success in Year 10 Visual Art and who are keen to engage in the arts professionally and expand on their practical skills in art making for future career prospects.

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, in its initial stages, heavily teacher directed, but evolves into a student-led exploration of concepts which are of personal relevance to the individual. Some of the investigations include:

- What is a portrait and how does portraiture represent the subject's, or an artist's, identity?
- Why do artists feel the need to express messages through their work? Why can't art be just aesthetic?
- How does the aesthetic value of a culture shape [its] art?

Learning Experiences

Students create a series of artworks which investigate the notion of identity. These works utilise a number of different disciplines ranging from darkroom and digital photography through to charcoal drawing, 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.

Assessment

Assessment is comprised of an Art-making inquires portfolio, resolved artworks, and a Connections study (SL) or Artist project (HL).. Students explore different themes and develop research practices to develop independently. In so doing, they embark upon the utilisation of a multi discipline approach to learning which incorporates other areas of the IB.

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 and exciting 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.

The following co-curricular activities are offered to all students as a service that will enrich their education. Identify those below in which you will participate and contribute.

Aerospace & Aviation

- □ Rocketry Challenge
- □ Visits to Aviation Australia Open Days
- □ UAV Challenge (with Engineering Technology)

English

- □ Indro Aspire Debating: teams compete in the interschool Queensland Debating Union competition
- □ Indooroopilly Writers' Society meets weekly to engage in creative writing
- □ Indro Student News team: student newsletters and annual yearbook contributions
- □ Brisbane Writers Festival excursion
- □ Indro's annual Bronwyn Lucas Literary Award for short story writing
- □ Guest author visits and workshops
- □ A range of public speaking, poetry and prose competitions throughout the year

Health and Physical Education

- □ Visits to SnapFitness as part of a Certificate III Fitness
- □ Women in Sport Summit

Instrumental Music

Our Instrumental Music Program is a key feature of our school with five large ensembles and instrument lessons in brass, woodwind, strings and percussion instruments.

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 *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 Mathematics Olympiad Committee – Enrichment Activities including the Mathematics Challenge (March) and the Enrichment Stage (April to August)
- Successful AMOC students participate in higher level enrichment programs and Mathematical Olympiad Exams
- QAMT Mathematics Problem-Solving Competition
- Maths In Industry - presentations by professional mathematicians solving real problems
- Australian Mathematics Competition
- Aspire Robotics
- Mathematics and Informatics Club

Multicultural Celebration

All students are warmly encouraged to take part in 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 participating in interactive cultural workshops. United Nations Day is a powerful opportunity to celebrate inclusion, build intercultural understanding, and recognise the global connections that shape our school community.

Science

- STEM (Science, Technology, Engineering and Mathematics) – an enrichment project for Year 9 students at University of Queensland
- SPARQed – 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 Indro Parent Scientists
- UQ Young Scientists Presentations – Lunchtime presentation by current UQ PhD Students
- Biology Study – field studies and experiments at UQ St Lucia, Experience Ecology, Experience Genetics
- Physics Dreamworld Study – for Year 11 students
- STEM Club – open to all students
- RACI Titration Competition – open to Senior Chemistry students and held at 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 studies for gifted Year 12 students
- Siemen's Science Experience – 3 days hands on science at the Australian National University, open to Year 10 students
- National Science Youth Forum – 2 week vacation camp at the Australian National University; open to Year 11 students
- E-biol Competition – On-line Biology Olympics, open to Senior students
- QIMR laboratory science visits for Year 12 students
- 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

- 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
- AMP/The Australian Economics Competition
- Greindro (student environmental and sustainability group)
- Australian History Competition
- Social Sciences International Study Tour (biannual)
- Bond University Mooting Competition
- Bond University Legal Studies Competition
- 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 Office of Fair Trading
- Financial Literacy Competition
- Accounting and Legal Studies Pathways Program
- University of Southern Queensland Legal Studies Conference
- All competitions pertaining to Social Sciences are advertised and students are encouraged to participate.

Sporting Competitions and Activities

- Bert McAlpine Intraschool 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 4 x Senior Gala Day competitions
- School Swimming, Athletics and Cross Country carnivals
- Participation in Champion Basketball School Queensland competition
- Participation in UHL Sport, ISSA Cup, Bill Turner Cup and Bill Turner Shield Football competitions
- Participation in Schools Cup Volleyball
- Participation in Flaming Chalice and Senior Volleyball League tournaments
- Participation in Vicki Willson and Netball Super 7s tournament
- Sporting Clubs - Badminton Club, Basketball Club, Volleyball Club, Ultimate Disc Club, Gym Club
- Access to 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
- Brisbane International Film Festival
- Brisbane Bands music competition
- MusicFest – part of the Instrumental Music Program
- Fanfare – part of the Instrumental Music Program
- School Musical (biannual)
- Arts Critics' Tour Interstate (biannual)
- Drama and Dance performance excursions
- Regional Showcase Awards
- Music Extension Performance Nights
- 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 2 Visual Art and Certificate 3 Screen and Media and inclusive of IB Visual Art and Music.
- Junior Arts Journey – Presentation of work from Year 7 and Years 8 multi-Arts and Year 9 Art, Dance, Drama, Music and Media as well as Music Acceleration.
- Open Day performances by Music, Media, Drama, Dance and Visual Art students

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